



INDIANA UNIVERSITY

University Division Guide

Bloomington Campus

2010 – 2011

Get Ready for Academic Advising and Registration!

Congratulations on your admission to Indiana University Bloomington (IUB). We encourage you to thoughtfully prepare for advising and registration before you come to campus for orientation. An individual advising appointment will be scheduled for you as part of your orientation experience. This advising appointment will be your final stop before you register for classes.

We have provided the following resources to assist you in your preparations:

- **UD Guide**

This booklet provides information about orientation advising and the basic structure of an undergraduate degree. You will find descriptions of a wide range of undergraduate courses on pages 23–72. Read the descriptions of all courses that sound interesting to you. An Academic Planning Worksheet (APW) is provided in the centerfold of this booklet. Make sure to complete your APW and bring it with you to your orientation advising appointment.

- *e-Guide to Schools and Majors*: ud.iub.edu/fs_eguide.php

This electronic document provides introductory information on all of IUB's undergraduate programs. Read the E-Guide to learn basic requirements for all majors of interest to you. You will need this information to fill out your APW.

- **New Student information on the UD website**: ud.iub.edu/fs.php

This website provides supplemental information specific to new freshmen, transfer and international students including more detailed information about schools, majors and course options.

Completing your Academic Planning Worksheet (APW) will be a simple exercise if you follow these steps:

- 1) Read pages 6–22 of the *UD Guide*.
- 2) Note the course categories listed on pages 73–76 of the *UD Guide*. Keep these in mind as you read about degree programs in the *e-Guide to Schools and Majors* and fill out your APW.
- 3) Read the *e-Guide to Schools and Majors* to learn about the wide variety of academic programs offered at IUB. List any majors, minors and certificates that interest you in Part 5 of your APW.
- 4) Consult the chart on pages 9–19 of the *UD Guide* to identify courses that are good introductions to the programs that interest you. Note the courses that are good introductions to your interests under Part 6 on your APW.
- 5) Read through the course descriptions in the *UD Guide* and note courses that interest you under Part 7 on your APW.

Remember to bring your completed APW and your *UD Guide* with you to orientation advising.

We look forward to meeting you!

Indiana University Bulletin

University Division Guide

Academic Planning & Majors 2010-2011

Bloomington Campus

While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the Bulletin series concerning rules, policies, fees, curricula, courses, or other matters. If you would like to request the *UID Guide 2010-11* in an alternative format, please contact University Division to make this request.

Indiana University is an Affirmative Action/Equal Opportunity institution. Students who may need disability support services should visit the Office of Disability Services for Students website at www.indiana.edu/~iubdss or phone (812) 855-7578.

Dear New Indiana University Student

Welcome to Indiana University Bloomington (IUB)! You are embarking on a new and exciting phase of your life and have chosen to do so at one of the premier public universities in the nation.

Regardless of whether you have a good idea of what you plan to major in or have no notion at all, I encourage you to explore widely the vast array of academic offerings available to you on the beautiful Bloomington campus. Exploring in this way will bring you into contact with some of the many opportunities provided by IUB's fine departments and schools. As you do this, you will either discover that you really do have a predisposition toward a certain major or you will develop a new, exciting, and possibly previously unknown interest in and opportunity for your undergraduate studies here at IU.



University Division (UD) is a wonderful place to begin your academic exploration. Your UD advisor will help you develop a plan that enables you to explore your options while at the same time making progress toward the undergraduate degree that you are setting out to earn. You should talk to your advisor regularly to receive assistance in setting your goals and in answering whatever questions may arise. UD advisors have a wealth of knowledge and experience and will be happy to help you navigate the university's many academic options and choices.

As you set out on this new path, it's important to remember that there are lots of activities competing for your interest and time, and that college life can bring new challenges, both in the classroom and beyond. Despite the many opportunities available to you outside the classroom, remember that your main focus should be on your studies. There are many things you can do to ensure success on the academic side including making sure you get to know your professors and that you let them get to know you. The best way to do so is to take advantage of your instructor's office hours: this is a period of time when you can receive individualized assistance and also provides your instructor the opportunity to develop a working relationship with you as an individual.

When you're not studying, take advantage of the many social, cultural, and extracurricular activities the Bloomington campus and community have to offer. Get involved in your residence hall, play an intramural sport, attend a concert at the Jacob School of Music, study abroad, cheer on your favorite intercollegiate team, volunteer in the community—the list of opportunities and choices is seemingly endless.

Take full advantage of the many things IUB has to offer you educationally, culturally, and socially. Your college experience and the friends you make here will be something you will remember and cherish for the rest of your life.

I extend a warm welcome to you, encourage you to maximize all of your opportunities by becoming an active member of the campus community, and wish you every success in your studies here on the Bloomington campus of Indiana University.

Kurt Zorn
Associate Vice Provost for Undergraduate Education

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Important

BRING YOUR *UD GUIDE* WITH YOU TO YOUR ADVISING CONFERENCE

PART I

PREPARING FOR ADVISING & REGISTRATION

As a student on the IU Bloomington (IUB) campus, you are responsible for your academic life right from the start. Here is some important advice as you begin:

- (1) Prepare for your first academic advising conference before you come to Bloomington for your campus orientation program. The orientation schedule is packed with meetings, activities, and interesting people. There will be little or no time for you to prepare for your advising session during the orientation program.
- (2) Get familiar with some basic information resources. To assist you in making informed academic choices for your first semester on campus, University Division (UD) offers all students the *UD Guide* and the *e-Guide to Schools and Majors*, which can be found on the New Student Section of the UD website under *e-Guide to Schools and Majors* (http://ud.iub.edu/fs_eguide.php). In addition, there is new information for incoming students posted on the New Student section of the UD website at ud.iub.edu/fs.php. To make good decisions for your first semester on campus, it is critical that you read and refer to these resources.
- (3) Fill out your Academic Planning Worksheet (APW) (centerfold of this document) completely and bring it with you to your orientation advising conference. Academic advisors answer questions, respond to concerns, discuss interests, provide information about academic options, explain admission and degree requirements, and consider placement and testing information before they make recommendations. They are available to provide information that will help you make choices with more confidence as you build an academic schedule that reflects your individual needs and interests.
- (4) Prepare thoughtfully for your orientation advising conference. As you read the materials listed above you will find programs and courses that interest you, and you may have questions. Write these things down. Academic advisors are interested in helping you make a successful transition to academic life at IUB. It is important that you bring your ideas and concerns to your academic advisor for discussion.

You are responsible for your enrollment and for keeping track of your academic progress.

Remember, as a college student, you are responsible for the academic choices and decisions you make. So please—take sufficient time to thoroughly prepare for your orientation advising appointment. It is expected, and you will find that it's worth the effort!

What will orientation program advising be like?

In preparation for your academic experience at IUB you will attend three meetings. One will be led by the Office of the Vice Provost for Undergraduate Education (OVPUE) and will lead into the Professor's Perspective. These first two meetings provide a broad introduction to the undergraduate experience at IUB. Then in the UD meeting, you will learn how to make final preparations for your academic advising appointment.

You will also have an individual advising conference to review your Academic Planning Worksheet (APW) and develop a plan of study for your first semester. You are expected to arrive for your appointment with a thoroughly prepared APW. You will leave with a Course Enrollment Plan (CEP) listing courses you are interested in taking and explanations of how these courses will contribute to your progress toward a degree. After your individual advising conference you will enroll in classes at a registration site. Your CEP will guide you as you enroll.

How should I prepare for orientation program advising?

Read this Guide and refer to it as you complete the Academic Planning Worksheet (APW) (centerfold of this book). As you read, keep in mind your interests and goals. The essential information you will need to give your advisor is what areas of study or majors you like, the courses you are interested in taking, and your questions. Use the APW to organize this information.

Which placement tests will I take during orientation?

IUB offers a number of placement exams during orientation. Some are required, while others are optional. Read this information carefully so that you will know which exams to expect, and which you may choose to take.

REQUIRED PLACEMENT EXAMS

The following exams are required, and will be scheduled for you. You will discuss your scores and their meaning for your fall class choices during your individual advising conference.

Mathematical Skills Assessment (MSA)

This 30-minute test consists of 26 multiple choice questions that measure your algebra skills and readiness for specific IUB math courses. You cannot earn credit based on your MSA score, and it does not appear on any transcript or affect any of your grades. The results will help you make the best decision about which math courses to take.

Bring a #2 pencil to use for the MSA. Calculators are prohibited.

Foreign Language Placement Tests

If you have studied one or more years of foreign language in high school, you will be required to take a foreign language placement test during your IUB orientation. The test is required even if you do not currently plan to continue foreign language study.

Even if you have already taken another foreign language test such as the AP or CEEB Achievement test, you are still required to test at IUB to validate your placement.

Testing opportunities will be available in French, German, Italian, Japanese, Latin, Russian, and Spanish during your orientation program.

Let your advisor know if you are interested in taking more than one foreign language placement test or testing in a language not listed above.

If you plan to continue studying the language you took in high school, your advisor will help you determine your placement level based on your test score and will discuss any special credit you may be able to claim.

If you are an international student whose native language is not English, you are not eligible for special credit in your native language. If testing is available in your native language, however, you may be able to use your placement to complete or partially complete the foreign language requirement for some degree programs.

OPTIONAL PLACEMENT EXAMS

The following information will help you make good choices about other placement exams that you should take before or during orientation. Be sure to note when these exams are offered.

Chemistry Placement Exam (CPE)

The Chemistry Placement Exam (CPE) is required if you plan to enroll in CHEM-C 117. You must take the CPE online by June 1 (before you arrive at orientation).

A link to the CPE with additional information is available at chem.indiana.edu/ugrad/cpe-asp. You may take this exam only once each semester.

Your orientation advisor will discuss your CPE score with you and will use it, along with your IU Math Skills Assessment score, to help you choose one of the following chemistry classes: CHEM-C 103, CHEM-C 117, or CHEM-S 117. You may read about these courses in the “Course Descriptions” section of this Guide.

Biology Departmental Exam

The Biology Departmental Exam is not required for placement purposes. It is intended for students who have completed at least two years of biology in high school. Plan to take this test during orientation.

Even if you took the AP test you may take this exam; IUB will accept the better of the two scores. If you pass the Biology Exam you will get credit for BIOL-L 111 and/or L 112. You may read about these courses in the “Course Descriptions” section of this Guide.

Even if you do earn credit for one or both of these courses from this exam or the AP exam, you are allowed to enroll in them. You may wish to take these courses if you are preparing for medical school or another health profession program. Some medical schools and health professions programs will not accept test credit toward admission requirements, and college-level coursework is the preferred way to prepare for admissions exams such as the Medical College Admissions Test (MCAT).

If you miss the Biology Departmental Exam during orientation, you can take it on Wednesday of the first week of the semester if you sign up in Jordan Hall A 115 in the week before the exam is scheduled. Check your Welcome Week schedule for details.

Calculus Advanced Placement Test

The Calculus Advanced Placement Test is designed for students who have already studied calculus and plan to continue. If you have completed a strong, one-year high school calculus course, plan to take this test during orientation. If you score well, you can move ahead in mathematics without needless duplication of work. Read the course descriptions for MATH-M 212, MATH-M 213 and MATH-S 212 in the “Course Descriptions” section of this Guide.

To prepare for the Advanced Calculus Placement Test, review material from your high school calculus course(s). Bring a #2 pencil to the exam. Calculators are prohibited.

Students earning a score of 17, 18, or 19 out of 24 on the Calculus Advanced Placement Test are eligible to take MATH-M 213 and will be awarded credit for MATH-M 211 if they earn an A or B in MATH-M 213.

With a score of 20 or higher on this test, students automatically earn credit for MATH-M 211 with a grade of S.

OTHER OPTIONAL PLACEMENT/EXEMPTION EXAMS

Other opportunities to “test out” of college courses in chemistry, music theory, or political science will be offered during Welcome Week in August and during the first weeks of the fall term. For more detailed information about these and other exams, go to New Students on the UD website, choose New Student Orientation and click on Placement Exams (ud.iub.edu/fs_placement_exams.php).

What if I already have some college credits?

You are responsible for providing your orientation advisor with accurate and complete information on any tests or courses you have taken or are currently taking that yield college credit. This information is essential for your advisor to guide you appropriately in your course selection and to avoid duplication of credits already earned.

On part 2 of the APW list any AP, International Baccalaureate, or SAT II exams you have taken and the scores you earned. If you have scores pending, note this. Also list any courses for which you received college level credit and the grades you earned. This includes IU’s Advance College Project (ACP) courses, dual credit, or any other college courses.

Go to SAT II, AP, IB Articulation on the New Student section of the UD website at ud.iub.edu/fs_ap_ib.php for details on credits earned through tests.

What if I am a transfer student?

If you are a transfer student go online to New Students on the UD website, choose New Student Orientation and click on Transfer and Intercampus Transfer Students (ud.iub.edu/fs_student_orientation.php). There you will find additional information on how to prepare for advising at orientation including what to bring, how credits transfer, degree requirements, important UD policies, and the transition to IUB.

What majors, minors, and certificate programs are available at IUB?

IUB offers coursework in a wide variety of disciplines. As a college student, you will study one area—your major—in depth. Most majors require completion of 27–42 credit hours in a specific academic field. You also have the opportunity to add breadth to your degree with minors and certificates. Most minors require completion of 15–18 credit hours, while most certificates require 21–25 credits. Adding breadth to your degree will enhance your graduation credentials and expand your career opportunities.

In most cases you don't need to declare a major in your first semester, but you are encouraged to begin exploring your academic options right from the start. Although your University Division advisor can help you identify fields of study that could be a good fit for you based on your interests, skills, aptitudes, and goals, you will need to do some groundwork.

Begin now by reviewing the following chart, which shows you a complete list (in alphabetical order) of all the majors, minors, and certificates available at IUB. Many academic departments that offer a major also offer a minor or certificate with the same name. In addition, there are a number of other minors and certificates in more unique fields of study.

- (1) As you review the chart, identify any fields of study of potential interest of you.
- (2) Read in more detail about individual programs of interest in the *e-Guide to Schools and Majors* (ud.iub.edu/fs_eguide.php).
- (3) On part 5 of your Academic Planning Worksheet (APW) list the majors, minors, and certificates you would like to discuss in your orientation advising appointment.
- (4) After identifying programs of interest, review the recommended first courses. The courses on this list will provide you with an introduction to the major, minor, or certificate and will, in most cases, also fulfill a degree requirement in that program.
- (5) Read the course descriptions in this booklet for each course listed for the majors, minors, and certificates you are considering.
- (6) In part 6 of the APW list any of these courses that you would be interested in taking during your first semester.

Let your interests guide you through this process!

Key to Major, Minor, and Certificate Programs Chart

SCHOOL	NAME OF THE DEGREE GRANTING SCHOOL
BUS	Kelley School of Business
COLL	College of Arts & Sciences
DENT	IU School of Dentistry
EDUC	School of Education
HPER	School of Health, Physical Education and Recreation (changing to School of Public Health)
INFO	School of Informatics
JOUR	School of Journalism
MED	IU School of Medicine
MUS	Jacobs School of Music
NURS	School of Nursing
SCS	School of Continuing Studies
SPEA	School of Public and Environmental Affairs
SWK	School of Social Work

TYPES OF PROGRAMS	
BA	Bachelor of Arts Degree
BS	Bachelor of Science Degree
BFA	Bachelor of Fine Arts Degree
BM	Bachelor of Music
BME	Bachelor of Music Education
AS	Associates Degree
MIN	Minor
CERT	Certificate
TRACK	Track or Concentration within a degree or minor

IMPORTANT PROGRAM INFORMATION	
*	Program cannot be completed on the Bloomington campus
**	May be earned only by students admitted to the Teacher Education Program (TEP)
***	May be earned only by students admitted to the Jacobs School of Music

See Glossary on page 79 for additional definitions

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Accounting	BUS		✓					BUS-A 100, K 201, X 104
African American and African Diaspora Studies	COLL	✓			✓			AAAD-A 150 or other AAAD course
African American and African Diaspora Studies/English	COLL	✓						AAAD-A 150 or other AAAD course, discuss ENG options with advisor
African American and African Diaspora Studies/History	COLL	✓						AAAD-A 150 or other AAAD course, discuss HIST options with advisor
African American and African Diaspora Studies/Religious Studies	COLL	✓						AAAD-A 150, A255 or other AAAD course, discuss REL options with advisor
African American and African Diaspora Studies/Sociology	COLL	✓						AAAD-A 150 or other AAAD course, SOC-S 100, S 210, S 215, S 230
African Languages	COLL				✓			LING-B 101 (Bamana), K 101 (Akan), S 101 (Swahili), or Z 101 (Zulu)
African Studies	COLL					✓		AFRI-L 100, L 202, L 231, L 232
American Humanics	SPEA					✓		Discuss program with advisor
American Studies	COLL	✓			✓			AMST-A 100, A 200, A 201, A 202, A 275
Animal Behavior	COLL				✓	✓		An introductory course in ANTH, BIOL or PSY, discuss options with advisor
Anthropology	COLL	✓			✓			ANTH-B 200, E 200, L 200, P 200
Apparel Merchandising	COLL		✓		✓			AMID-R 100
Aquatics (Kinesiology)	HPER				✓			Discuss options with advisor
Arabic (see Near Eastern Languages and Cultures)	COLL						✓	NELC-A 100 or Arabic at placement level
Archeology (Anthropology)	COLL				✓			ANTH-P 200
Arts Administration	SPEA					✓		SPEA-A 163, V 220
Arts Management	SPEA		✓					SPEA-A 163, course in area of arts specialization
Asian American Studies	COLL				✓			AAST-A 101
Astronomy and Astrophysics	COLL		✓		✓			Discuss AST, MATH and PHYS options with advisor
Athletic Training (Kinesiology)	HPER		✓					HPER-H 160, P 212, P 280
Ballet***	MUS		✓					MUS-P 110, J 100 (or MUS-J 400 and X 030 for admitted majors)
Biochemistry	COLL	✓	✓					CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met, BIOL-L 112
Biology	COLL	✓	✓		✓			BIOL-L 111, L 112, CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met
Biotechnology (Biology)	COLL		✓					BIOL-L 112, CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met
Business Foundations Certificate	BUS					✓		BUS-A 200, F 260, X 100 or G 100, ECON-E 201
Business Minor	BUS				✓			BUS-A 200, K 201
Central Eurasian Studies	COLL				✓			CEUS-R 191, R 250, R 270, COLL-E 103 ("Great Wall of China"), E 104 ("Oil, Islam and Geopolitics" or "Religion and Revolutions")
Central Eurasian Studies with Language Certification	COLL				✓			Language course with prefix CEUS at placement level; CEUS-R 191, R 250, R 270, COLL-E 103 ("Great Wall of China"), E 104 (Oil, Islam and Geopolitics or Religion and Revolutions)

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Chemistry	COLL	✓	✓		✓			CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met
Chinese (see East Asian Languages and Cultures)	COLL				✓		✓	EALC-C 101 or Chinese at placement level
Chinese: Teacher Certification	EDUC							EALC-C 101 or Chinese at placement level
Choral Teaching***	MUS		BME					MUS-E 131, T 109, T 151, X 070
Classical Civilization: Art and Archeology (Classical Studies)	COLL	✓			✓			CLAS-C 101, C 102, C 205, C 206
Classical Civilization: Culture and Literature (Classical Studies)	COLL	✓			✓			CLAS-C 101, C 102, C 205, C 206
Classical Studies (Latin or Greek)	COLL	✓			✓			CLAS-L 100 or L 300 or Latin at placement level; CLAS-G 100 or Ancient Greek at placement level
Clinical Laboratory Science	MED		✓					BIOL-L 112, MATH, CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met
Coaching (Recreation, Park, and Tourism Studies)	HPER				✓			HPER-P 280
Cognitive Science	COLL	✓	✓		✓			COGS-Q 240, Q 250, COLL-E 104 "Brains and Minds, Robots and Computers"
Communication and Culture	COLL	✓			✓			CMCL-C 190, C 205
Comparative Arts (Comparative Literature)	COLL				✓			CMLT-C 255
Comparative Literature	COLL	✓			✓			CMLT-C 145, C 146, C 205 or other CMLT course
Composition ***	MUS		BM		✓			MUS-P 110, T 109, T 151, P 110 (or MUS-P 111, K 133, K 214 and K400 for admitted majors)
Computer Science	COLL	✓			✓			CSCI-C 211 or H 211 and MATH-M 211 or at placement level
Computer Science	INFO		✓					CSCI-C 211 or H 211 (or INFO-I 101 or H 101) and MATH-M 211 or at placement level
Creative Writing (English)	COLL	✓			✓			ENG-W 203, L 202 (P: W 131)
Criminal Justice	COLL	✓			✓	✓		CJUS-P 100, P 200, P 202
Cultures of Science and Medicine (History and Philosophy of Science)	COLL					✓		HPSC-X 102
Cytotechnology*	MED		✓					BIOL-L 112, MATH, CHEM-C 101 and C 121 or C 117 or C 103 if enrollment criteria for C 117 are not met
Czech (see Slavic languages and Literatures)	COLL						✓	SLAV-C 101 or Czech at placement level
Dance (Kinesiology)	HPER		✓		✓			HPER-D 111, D 121
Dental Hygiene*	DENT			✓				ANAT-A 215 or CHEM-C 101 and C 121
Dietetics (Applied Health Science)	HPER		✓					CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met (fall); HPER-N 231 (spring)
Dutch Studies (Germanic Studies)	COLL				✓			GER-N 100 or Dutch at placement level, E 341, E 342
Early Music (Vocal or Instrumental emphasis)***	MUS		BM		✓			Discuss program with advisor
East Asian Language and Culture (Chinese, Japanese or Korean)	COLL	✓						EALC-C 101 (Chinese) or J 101 (Japanese) or K 101 (Korean) or at placement level, E 200
East Asian Languages (Chinese, Japanese or Korean)	COLL				✓			EALC-C 101 (Chinese) or J 101 (Japanese) or K 101 (Korean) or at placement level
East Asian Studies	COLL	✓			✓			EALC-C 101 (Chinese) or J 101 (Japanese) or K 101 (Korean) or at placement level, any 200-level EALC-E course

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Economic Consulting	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104, ECON-E 201
Economics	COLL	✓			✓			ECON-E 201, MATH
Economics/Mathematics	COLL	✓						ECON-E 201, MATH-M 211 or at placement level
Economics/Political Science	COLL	✓			✓			ECON-E 201, MATH and POLS
Ecotourism (Recreation, Park, and Tourism Studies)	HPER				✓			HPER-R 236
Education—Community of Teachers (Middle School, Junior High, or High)	EDUC		✓					Discuss program with advisor
Education—Early Childhood Education	EDUC		✓					EDUC-F 205, G 203 Q 200, W 200, MATH-T 101
Education—Elementary (grades 1–6)	EDUC		✓					EDUC-G 203, Q 200, W 200, MATH-T 101
Education—Journalism (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, W 200, JOUR-J 110
Education—Language Arts/English (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, ENG-L 202 (P: W 131)
Education—License Addition: Computer Educator**	EDUC							EDUC-W 200
Education—License Addition: English as a New Language**	EDUC							ENG-G 205 or LING-L 103
Education—License Addition: Mathematics (Middle Grades)**	EDUC							Discuss program with advisor
Education—License Addition: Reading (Level I)**	EDUC							Discuss program with advisor
Education—Mathematics (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, W 200, discuss placement with advisor
Education—Science: Chemistry (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, W 200, discuss science course requirements with advisor
Education—Science: Earth/Space Science (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, W 200, discuss science course requirements with advisor
Education—Science: Life Science/Biology (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, W 200, discuss science course requirements with advisor
Education—Science: Physics (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, W 200, discuss science course requirements with advisor
Education—Social Studies (Middle School, Junior High, or High)	EDUC		✓					EDUC-G 203, W 200, discuss social science requirement options with advisor
Education—Special Education/Secondary	EDUC		✓					EDUC-G 203, K 205
Education—Teaching All Learners (special education/elementary)	EDUC		✓					EDUC-K 205, Q 200, W 200 and MATH-T 101
Education—Visual Arts (All-School Settings K–12)	EDUC		✓					EDUC-G 203, W 200, FINA-F 100, F101, F 102, FINA-A 101, A 102
Education—World Languages: French	EDUC		✓					EDUC-G 203, W 200, FRIT-F 100 or F 115 or French at placement level
Education—World Languages: German	EDUC		✓					EDUC-G 203, W 200, GER-G 100 or G 105 or German at placement level
Education—World Languages: Latin	EDUC		✓					EDUC-G 203, W 200, CLAS-L 100 or L 300 or Latin at placement level
Education—World Languages: Russian	EDUC		✓					EDUC-G 203, W 200, SLAV-R 101 or Russian at placement level
Education—World Languages: Spanish	EDUC		✓					EDUC-G 203, W 200, HISP-S 100 or S 105 or Spanish at placement level

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
English	COLL	✓			✓			ENG-W 170, 200-level ENG-literature course, ENG-L 202 (P: W 131)
English/African American and African Diaspora Studies	COLL	✓						ENG-L 202 (P: W 131); AAAD-A 150, A 249
Entrepreneurship and Corporate Innovation	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Entrepreneurship and Small Business Management	BUS				✓			BUS-A 200, K 201
Environmental Management-Public Affairs	SPEA		✓		✓			SPEA-E 272, V 160, V 161, V261
Environmental Science and Health	SPEA				✓			SPEA-E 272
Environmental Science: Atmospheric Science	COLL/ SPEA		✓					CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met; BIOL-L 111; SPEA E 262 (Spring)
Environmental Science: Ecosystems Science	COLL/ SPEA		✓					BIOL-L 111, CHEM-C 117 or C103 if placement criteria for C 117 are not met, MATH, GEOG-G 107 or GEOL-G 105 or G 171
Environmental Science: General Environmental Science	COLL/ SPEA		✓					BIOL-L 111, CHEM-C 117 or C103 if placement criteria for C 117 are not met, MATH, GEOG-G 107 or GEOL-G 105 or G 171
Environmental Science: Hydrology and Water Resources	COLL/ SPEA		✓					BIOL-L 111, CHEM-C 117 or C103 if placement criteria for C 117 are not met, MATH, GEOG-G 107 or GEOL-G 105 or G 171
Environmental Science: Mathematical Modeling	COLL/ SPEA		✓					BIOL-L 111, CHEM-C 117 or C103 if placement criteria for C 117 are not met, MATH, GEOG-G 107 or GEOL-G 105 or G 171
Environmental Science: Pollution Control Technology and Remediation	COLL/ SPEA		✓					BIOL-L 111, CHEM-C 117 or C103 if placement criteria for C 117 are not met, MATH, GEOG-G 107 or GEOL-G 105 or G 171
Environmental Science: Surficial Processes	COLL/ SPEA		✓					BIOL-L 111, CHEM-C 117 or C103 if placement criteria for C 117 are not met, MATH, GEOG-G 107 or GEOL-G 105 or G 171
Environmental Studies	SPEA					✓		CHEM or PHYS, GEOG-G 107 or GEOL-G 103 or G 111
European Union Studies	COLL				✓			Discuss program with advisor
Exercise Science (Kinesiology)	HPER		✓		✓			HPER-E 119, P 212, P 280 or H 160, CHEM, ANAT-A 215 or HPER-P 205
Fashion Design	COLL					✓		AMID-R 100
Finance	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Finance/Real Estate	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Fitness Instruction (Kinesiology)	HPER				✓			HPER-P 105, P 205, P 216
Fitness Specialist (Kinesiology)	HPER		✓					HPER-F 150 or C 354, P 105, P 205, P 212, P 216, P 280, CHEM
Folklore	COLL	✓			✓			FOLK-F 101, F 111, F 121, F 131
French	COLL	✓			✓			FRIT-F 100 or F 115 or French at placement level
Fundraising and Resource Development (Recreation, Park, and Tourism Studies)	HPER				✓			HPER-T 101
Game Studies (Telecommunications)	COLL					✓		TEL-T 160, T 206
Gender Studies	COLL	✓			✓			GNDR-G 101
General Music Teaching***	MUS		BME		✓			MUS-E 131, P 110 (or MUS-P 111 for admitted majors), T 109, T 151, X 040 or X 070

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
General Studies	SCS	✓		✓				Discuss program with advisor
Geography	COLL	✓	✓		✓			GEOG-G 107 or G 109, G 110 or G 120, G 208, G 235, G 237
Geological Sciences	COLL	✓	✓		✓			GEOL-G 111, G112, G 103, G 104
German	COLL				✓			GER-G 100 or G 105 or German at placement level
Germanic Studies	COLL	✓						GER-G 100 or G 105 or German at placement level, E 121
Gerontology (Applied Health Science)	HPER				✓			HPER-F 150, F 258
Global Human Diversity (Anthropology)	COLL					✓		ANTH-E 205 or E 210, B 200, E 200, L 200, P 200
Greek (Classical Studies)	COLL				✓			CLAS-G 100 (Ancient Greek), Modern Greek classes available through WEUR
Guitar (Performance)***	MUS		BM					MUS-T 109, T 151, X 040, Z 110 (or MUS-L 400 for admitted majors)
Health Administration–Public Health	SPEA		✓			✓		SPEA-H 320, V 160, V 261
Health Education—Secondary Teacher (Applied Health Science)	HPER		✓					HPER-H 160, H 174, H 205, H 263, F 255, EDUC W 200, G 203
Health Information Administration*	INFO		✓					INFO-I 101, discuss program with advisor
Health Systems Administration	SPEA				✓			SPEA-H 320
Hebrew (see Jewish Studies and Near Eastern Languages and Culture)	COLL				✓		✓	JSTU-H 100 or placement level course
History	COLL	✓			✓			Any 100 or 200 level HIST course, discuss options with advisor
History and Philosophy of Science	COLL				✓			HPSC-X 100, X 102, X 110, X 200, COLL-E 104 ("Genetics, Eugenics and Biotechnology"), COLL-E 105 ("The Scientific Revolution")
History of Art	COLL	✓			✓			FINA-A 101, A 102
History/African American and African Diaspora Studies	COLL	✓						AAAD-A 150, discuss HIST options with advisor
Human Biology	COLL	✓	✓			✓		HUBI-B 200
Human Centered Computing	INFO				✓			INFO-I 101 or CSCI-A 110
Human Development and Family Studies (Applied Health Science)	HPER		✓		✓			HPER-F 150, F 255, F 258
Human Resources	SPEA				✓			SPEA-V 160 or V 161
Human Sexuality (Applied Health Science)	HPER				✓			HPER-F 255, H 305 or H 306
India Studies (Second major only)	COLL	✓			✓	✓		INST-B 100 (Bengali), H 100 (Hindi)
Individualized Major Program	COLL	✓						Discuss program with advisor
Informatics	INFO		✓		✓	✓		INFO-I 101, Y 100
Information and Process Management	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Information Systems	SPEA				✓			SPEA-V 261
Information Technology	INFO				✓			CSCI-A 201/A202 or CSCI-C 211/C 212
Instrumental Teaching–Band***	MUS		BME					MUS-E 131, T 109, T 151, X 040

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Instrumental Teaching–Strings***	MUS		BME					MUS-E 131, T 109, T 151, X 040
Interior Design (Apparel Merchandising and Interior Design)	COLL		✓					AMID-D 168
International Business (second major only)	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
International Studies	COLL	✓			✓			INTL-I 100
Islamic Studies (Near Eastern Languages and Cultures)	COLL						✓	Review courses listed under CEUS and NELC, discuss options with advisor
Italian (French and Italian)	COLL	✓			✓			FRIT-M 100 or M 115 or Italian at placement level
Japanese (East Asian Languages and Cultures)	COLL				✓		✓	EALC-J 101 or Japanese at placement level
Japanese: Teacher Certification	EDUC							EALC-J 101 or Japanese at placement level
Jazz Studies***	MUS		BM		✓			MUS-T 109, T 151, P 110 and Z 110 (or MUS-P 111, O 321 and performance lessons for admitted majors)
Jewish Studies	COLL	✓				✓		JSTU-H 100 or placement level (Modern Hebrew) or GER-Y 100 or placement level (Yiddish), HIST-H 251, H 252, COLL-E 103 ("Power, Politics, and Piety"), COLL-E 104 ("What Makes it Jewish?")
Journalism	JOUR	✓				✓		JOUR-J 110, J 155, J 200, J 210
Kinesiology	HPER				✓			HPER-P 212
Korean (East Asian Languages and Cultures)	COLL				✓		✓	EALC-K 101 or Korean at placement level
Kurdish (Near Eastern Languages and Cultures)	COLL						✓	NELC-K 100
Labor Studies	SWK		✓	✓	✓	✓		LSTU-L 100, L110, L 201, L 290
Latin (Classical Studies)	COLL				✓			CLAS-L 100 (or L 300 or at placement level)
Latin American and Caribbean Studies	COLL				✓	✓		LTAM-L 210
Latino Studies	COLL				✓			LATS-L 101, L 102
Leadership (Recreation, Park, and Tourism Studies)	HPER				✓			HPER-R100 (Participant or Organizational Leadership Development), R 272
Legal Studies	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Legal Studies-Public Affairs	SPEA		✓		✓			SPEA-V 160, V 161, E 162, V 220, V 261
Liberal Arts and Management	COLL					✓		Discuss program with advisor
Linguistics	COLL	✓			✓			LING-L 103, L 210, L 303, L 306, L 315
Linguistics/Speech and Hearing Sciences	COLL	✓						LING-L 303, SPHS-S 110
Management	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Management-Public Affairs	SPEA		✓		✓			SPEA-V 160, V 161, E 162, V 261
Marketing	BUS		✓		✓			BUS-A 100, K 201, X100 or G 100 (electives), X 104 for major; BUS-A 200, K 201 for minor
Martial Arts (Kinesiology)	HPER					✓		HPER-E 119, E 145
Mathematics	COLL	✓	✓		✓			MATH-M 211 (or M 212, S 212 or M 213 with advanced placement)

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Mathematics/Economics	COLL	✓						MATH-M 211 or at placement level, ECON-E 201
Medical Imaging Technology*	MED		✓					CHEM-C 101, PHYS-P 101 (spring only) or P 201
Medieval Studies	COLL				✓	✓		Discuss program with advisor
Microbiology (Biology)	COLL	✓	✓					BIOL-L 112, CHEM-C 117 or C 103 if enrollment criteria for C 117 are not met
Music (Minor for Non-majors)	MUS				✓			MUS-Z 101, Z 111 (or MUS-T109 and T 151)
Music and an Outside Field***	MUS		✓					MUS-T 109, T 151, X 040 or X 070, P 110 and Z110 (or MUS-P 111 and performance lessons for admitted majors)
Music Education***	MUS				✓			MUS-T 109, T151, X 040 or X 070, E 131
Music Theory and History***	MUS				✓			MUS-T 109, T 151
Music Theory***	MUS				✓			MUS-T 109, T 151
Musical Theatre	COLL		BFA					Discuss program with advisor
Near Eastern Civilization (Near Eastern Languages and Cultures)	COLL						✓	NELC-N 204, N 208, N 304
Near Eastern Languages and Cultures-Culture Track	COLL	✓			✓			NELC-N 204, N 208, N 304
Near Eastern Languages and Cultures-Language Track (Arabic, Hebrew, or Persian)	COLL	✓			✓			Arabic, Hebrew or Persian at placement level, NELC-N 204
Neuroscience (Psychological and Brain Sciences)	COLL		✓			✓		PSY-P 101, P 106 or P 155
New Media and Interactive Storytelling (Telecommunications)	COLL					✓		TEL-T 206
Nonprofit Management	SPEA				✓	✓		SPEA-V 160 or V 161
Non-Teaching Study of Education	EDUC				✓			EDUC-F 205
Norwegian (Germanic Studies)	COLL				✓			GER-K 100 or Norwegian at placment level
Nuclear Medicine Technology*	MED		✓					CHEM-C 101 and C 121 or C 117, PHYS-P 101 (spring only) or P 201, MATH (see advisor)
Nursing	NURS		✓					ANAT-A 215, MATH-M 118 or A 118
Nutrition (Applied Health Science)	HPER				✓			HPER-N 220 or N 231
Nutrition Science (Applied Health Science)	HPER		✓					CHEM-C 117 or C 103 (fall); HPER-N 231 (spring)
Optometric Technology/Opticianry	OPT			✓				OPT-V 111, V 151, V 174, V 201
Orchestral Instrument Performance (any)***	MUS		BM					MUS-T 109, T151, X 040, P110 and Z 110 (or MUS-P111 and performance lessons for admitted majors)
Organ (Performance)***	MUS		BM					MUS-T 109, T 151, X 070, Z 110 (or MUS-Q 400 for admitted majors)
Outdoor Recreation and Resource Management (Recreation, Park, and Tourism Studies)	HPER		✓		✓			HPER-R 271
Paramedic Science*	MED			✓				ANAT-A 215, HPER-H 160
Park and Recreation Management (Recreation, Park, and Tourism Studies)	HPER		✓					HPER-R 160, R 231
Persian (Near Eastern Languages and Cultures)	COLL						✓	CEUS-T 151 or Persian at placement level

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Philosophy	COLL	✓			✓			PHIL-P 100, P 135, P 140, P 270 or any COLL Topics class taught by Philosophy faculty
Philosophy/Political Science	COLL	✓						PHIL-P 150, discuss other options with advisor
Philosophy/Religious Studies	COLL	✓						PHIL-P 150, discuss other options with advisor
Physical Education Teacher Education (All-grade) (Kinesiology)	HPER		✓					HPER 140/P 141, P 205, P 216, P 219, P 224, P 280
Physics	COLL	✓	✓		✓			PHYS-P 221, MATH-M 211
Piano (Performance)***	MUS		BM					MUS-T 109, T 151, X 040 or X 070 (or X 060 for admitted majors), Z 110 (or MUS-P 400 for admitted majors)
Policy Analysis-Public Affairs	SPEA		✓					SPEA-V 160, V 161, E 162, V 261
Policy Studies	SPEA				✓			SPEA-V 160 or V 161
Polish (Slavic Languages and Literatures)	COLL						✓	SLAV-P101 or placement-level Polish course, SLAV-P 363
Political and Civic Engagement	COLL					✓		PACE-C 210, C 211
Political Science	COLL	✓			✓			POLS-Y 100, Y 103, Y 105, Y 107, Y 109, Y 200
Political Science/Economics	COLL	✓			✓			ECON-E 201, POLS-Y 100, Y 103, Y 105, Y 107, Y 109, Y 200
Political Science/Philosophy	COLL	✓						PHIL-P 100, P 105, P 135 or P 140, POLS-Y 100, Y 103, Y 105, Y 107, Y 109, Y 200
Portuguese (Spanish and Portuguese)	COLL	✓			✓			HISP-P 100 or P 135 or Portuguese at placement level
Production/Operations Management	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Psychology	COLL	✓	✓		✓			PSY-P 155 (or P 106 Honors)
Psychology/Speech and Hearing Sciences	COLL	✓						PSY-P 155 (or P 106 Honors), SPHS-S 111
Public Affairs	SPEA					✓		SPEA-V 160, V 161, V 220, V 241, E 162 (or E 272 for Environmental Mgmt majors)
Public and Environmental Affairs	SPEA				✓			SPEA-V 160 or V 161
Public and Nonprofit Management	SPEA		✓					SPEA-V 160, V 161, E 162, V 261
Public and Professional Writing (English)	COLL	✓						ENG-L 202 (P: W 131), W 231
Public Finance	SPEA				✓			Discuss program with advisor
Public Financial Management-Public Affairs	SPEA		✓					SPEA-V 160, V 161, E 162, V 261
Public Health	SPEA					✓		SPEA-H 316, H 320, V 160
Public Health Education (Applied Health Science)	HPER				✓			Discuss program with advisor
Public Health-Community Health (Applied Health Science)	HPER		✓					HPER-H 263, BIOL-L 100 or L 104 or L112, CHEM C 117 or C 103, BIOL-L 100 or L 104 or L 112
Public Policy Analysis	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Radiation Therapy*	MED		✓					ANAT-A 215, MATH (see advisor), PHYS-P 201
Radiography*	MED			✓				ANAT-A 215, CHEM-C 101 and C 121 (recommended)
Recording Arts***	MUS		✓	✓				MUS-A 101, T 109, T151 or Z 101 and Z 111

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Recreation and Park Administration (Recreation, Park, and Tourism Studies)	HPER				✓			HPER-R 160, R 231, R 272
Recreational Sport Management (Recreation, Park, and Tourism Studies)	HPER		✓		✓			HPER-R 206, R 231, R 272
Religious Studies	COLL	✓			✓			REL-A 210, A 230, A 250, A 270, B 210, B 220, R 102, R 133, R 153, or R 160
Religious Studies/African American and African Diaspora Studies	COLL	✓						REL-R 102 or R 160, AAAD-A 150 or A 255
Religious Studies/Philosophy	COLL	✓						REL-R 133 (or other 100 or 200 level Religious Studies course), PHIL-P 150 or P 250
Respiratory Therapy*	MED		✓					ANAT-A 215, CHEM-C 101 and C 121 or C103 or C 117, MATH (see advisor), PHYS-P 201
Russian (Slavic Languages and Literatures)	COLL						✓	SLAV-R 201 or placement level Russian class
Russian and East European Studies	COLL				✓			Discuss program with advisor
Russian and East European Studies with Language Certification	COLL				✓			Discuss program with advisor
Russian Language	COLL					✓		Discuss SWSEEL with advisor
Safety Management (Applied Health Science)	HPER			✓		✓		HPER-S 101
Safety Science (Applied Health Science)	HPER		✓					HPER-S 101 (fall), S 151 (spring), H 160, H 174
Security Informatics	INFO				✓			INFO-I 130
Serbian and Croatian (Slavic Languages and Literatures)	COLL						✓	SLAV-S 101 or placement-level Serbian/Croatian class
Slavic Languages and Literatures: Russian Track	COLL	✓			✓			SLAV-R 101 or placement level Russian class; SLAV-R 223, R 224, R 263, R 264, R 352
Slavic Languages and Literatures: Slavic Track (Czech, Polish, Serbian and Croatian)	COLL	✓			✓			View entry for Czech, Polish or Serbian/Croatian
Social Science and Medicine	COLL				✓			SOC-S 101 ("Medicine in America")
Social Welfare Advocacy	SWK				✓			SWK-S 100, S 141
Social Work	SWK		✓					SWK-S 100, S 141
Sociology	COLL	✓			✓			SOC-S 100, S 105, S 110, S 201, S 210, S 215, S 217, S 220, S 230
Sociology of Work and Business	COLL				✓			SOC-S 100, S 110 or approved section of S 101, see advisor for details
Sociology/African American and African Diaspora Studies	COLL	✓						AAAD-A 150, discuss additional options with advisor
Spanish	COLL	✓			✓			HISP-S placement-level language course
Speech and Hearing Sciences/Linguistics	COLL	✓						SPHS-S 110, LING-L 303
Speech and Hearing Sciences/Psychology	COLL	✓						SPHS-S 110, PSY-P 155
Speech and Hearing Sciences: Pre-Professional	COLL				✓			SPHS-S 111
Speech and Hearing Sciences: Audiology and Hearing Science	COLL	✓	✓					SPHS-S 110, S 111
Speech and Hearing Sciences: General Speech and Hearing	COLL	✓			✓			SPHS-S 110, S 111
Speech and Hearing Sciences: Speech and Language Sciences	COLL		✓					SPHS-S 110, S 111

MAJOR, MINOR, AND CERTIFICATE PROGRAMS	SCHOOL	BA	BS	AS	MIN	CERT	TRACK	POSSIBLE FIRST COURSES FOR MAJOR (OR MINOR OR CERTIFICATE WHERE NO MAJOR IS OFFERED)
Speech and Hearing Sciences: Speech Language Pathology	COLL	✓						SPHS-S 110, S 111
Sport Communication-Broadcast (Kinesiology)	HPER		✓					HPER-P 211, P 212, P 213, TEL-T 101
Sport Communication-Print (Kinesiology)	HPER		✓					HPER-P 211, P 212, P 213, JOUR-J 110
Sport Marketing and Management (Kinesiology)	HPER		✓		✓			HPER-P 211, P 212 (major only)
Statistics	COLL		✓					MATH-M 211, M 212, or M213, STAT-S 320
String Instrument Technology***	MUS			✓				Discuss program with advisor
Studio Art	COLL	✓	BFA		✓			FINA-F 100, F 101, F 102
Supply Chain Management	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Technology Management (second major only)	BUS		✓					BUS-A 100, K 201, X100 or G 100 (electives), X 104
Telecommunications	COLL	✓			✓			TEL-T 101, T 205, T 206, T 207
Theatre and Drama	COLL	✓			✓			THTR-T 100, T 101, T 121, T 125
Theatre: Teacher Certification	EDUC							THTR-T 100, T 101, T 121, T 125
Therapeutic Outdoor Programs	HPER				✓			Discuss program with advisor
Therapeutic Recreation (Recreation, Park, and Tourism Studies)	HPER		✓					HPER-R 277
Tourism Management (Recreation, Park, and Tourism Studies)	HPER		✓		✓			HPER-R 236
Turkish (Near Eastern Languages and Cultures)	COLL						✓	CEUS-T 181 or placement level Turkish language course
Underwater Resource Management (Recreation, Park, and Tourism Studies)	HPER					✓		Discuss program with advisor
Urban Studies	SPEA					✓		SPEA-V 161
Voice (Performance)***	MUS		BM					MUS-T 109, T 151, X 070, P 110 and Z 110 (or MUS-P 111 and V 400 for admitted majors)
West European Studies	COLL				✓			Discuss requirements with advisor
Woodwind (Performance)—Multiple Instruments***	MUS		BM					MUS-T 109, T 151, X 040, P 110 and Z 110 (or MUS-P 111 and performance lessons for admitted majors)
Yiddish Studies (Germanic Studies)	COLL				✓			GER-Y 100 or placement level Yiddish course
Youth Sport Management (Recreation, Park, and Tourism Studies)	HPER				✓			HPER-R 160

What types of courses should I consider taking during my first semester?

Most students take a wide range of courses during their first semester on campus. In addition to introductory courses for particular majors, minors, or certificates, University Division advises you to consider taking courses in your first semester that will allow you to explore interests, develop skills, and fulfill general education requirements. (The term general education refers to the breadth aspect of a degree program.) At IUB, general education requirements vary by school and by program but most programs require coursework in the Arts and Humanities (A&H), Social and Historical Studies (S&H), and Natural and Mathematical Sciences (N&M). For some basic information on these categories and others, read the paragraphs below. Then, read course descriptions to find specific courses within these categories that sound interesting to you and list them on part 7 of your APW.

View lists of A&H, S&H, and N&M courses on page 73–76 of this booklet. For a course list for every category below go to New Students on the UD website, choose New Student Orientation, and select Course Lists and Descriptions (ud.iub.edu/fs_course_descriptions_list.php).

- **Composition**

All IUB degrees include an English Composition requirement. Students are encouraged to complete this requirement by the end of the first year, but composition may be taken during your first or second semester.

In an English composition course you will learn strategies of pre-writing, drafting, and revising papers. You will learn to read critically, engage in inquiry-driven research, and develop a focused thesis. All of these skills are important for your entire undergraduate education and beyond.

► For a list of composition course options, go to ud.iub.edu/fs_course_descriptions_list.php and select Composition.

- **Mathematics**

Almost all students will need one or more mathematics courses to fulfill degree requirements. Consider taking math during your first semester while the mathematical skills you developed in high school are still fresh.

Math courses provide rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. These skills provide analytical methods for approaching problems students will encounter in their future endeavors.

► For a list of mathematics course options, go to ud.iub.edu/fs_course_descriptions_list.php and select Mathematics.

- **Speech**

Many of the degree programs offered at IUB require at least one speech course. Learn about speech requirements specific to the majors that interest you by reading the “Schools and Majors” section of the *e-Guide to Schools and Majors*, where appropriate options are listed under the headings: “Oral Communication,” “Oral Expression,” “Speech Communication,” or “Verbal Communication.” If a major that interests you doesn’t specifically require a speech course, you may elect to develop your communication skills as part of your university coursework.

Well-developed communication skills are essential for success in upper-division classes at the university, in civic life, and for advancement in most career fields.

► Consult with your academic advisor at orientation to learn about appropriate options given your interests.

► For a list of speech course options, go to ud.iub.edu/fs_course_descriptions_list.php and select Speech.

- **Computing**

Fluency with computers and technology, electronic information, and software programs is vital in today’s world. More than half of the academic programs at IUB specifically require completing a computer course to demonstrate your skills. NOTE: Not all courses may be used in all programs. Discuss your interests with an academic advisor.

► For a list of computing course options, go to ud.iub.edu/fs_course_descriptions_list.php and select Computing.

- **World Cultures and Language**

Study in world cultures and languages is required for many majors. Even if not required, you may elect to take one of these courses as part of your university coursework.

Language and culture courses will give you the opportunity to add a global dimension to your degree and prepare you for life and work in the 21st Century. These courses teach foreign language skills, broaden your understanding of world affairs, and develop an appreciation for different cultures.

- ▶ Learn about language and culture requirements specific to the majors that interest you by reading the e-Guide to Schools and Majors.
- ▶ For a list of World Culture and Languages course options, go to ud.iub.edu/dfs_course_descriptions_list.php and select World Cultures and Languages.

- **Arts and Humanities**

Most majors require courses in the Arts and Humanities (A&H) as part of their general education requirements. A&H courses enable you to understand and interpret expressions and artifacts of human experience in word, image, music, and gesture from both contemporary and historical perspectives. In these courses you will develop the abilities to think rationally and construct and assess opinions, ideas, and arguments.

- ▶ Learn about the general education requirements specific to the majors that interest you by reading the e-Guide to Schools and Majors
- ▶ For a list of A&H course options refer to the list in the back of this book or go to ud.iub.edu/dfs_course_descriptions_list.php and select Arts and Humanities (A&H).

- **Social and Historical Studies**

Social and Historical studies (S&H) courses help you gain knowledge and understanding of cultures, social institutions, historical contexts, and human behavior. Coursework may examine the interactions among diverse forces in a variety of historical, geographical, cultural, legal, economic, and political contexts. In these classes you will be introduced to theoretical approaches and methodologies for understanding social behavior and institutions and will develop critical and analytical skills

- ▶ Learn about the general education requirements specific to the majors that interest you by reading the e-Guide to Schools and Majors (ud.iub.edu/dfs_eguide.php).
- ▶ For a list of S&H course options refer to the list in the back of this book or go to ud.iub.edu/dfs_course_descriptions_list.php and select Social and Historical Studies (S&H).

- **Natural and Mathematical Sciences**

Courses in the Natural and Mathematical Sciences (N&M) explore the physical and biological world through scientific inquiry. In N&M courses you will acquire skills such as the collection and interpretation of data, development and testing of hypotheses, critical thinking, and problem solving. These skills are essential for evaluating methodology, evidence, and opinion and generally preparing you to be an informed and active participant in modern society.

- ▶ Learn about the general education requirements specific to the majors that interest you by reading the e-Guide to Schools and Majors (ud.iub.edu/dfs_eguide.php).
- ▶ For a list of N&M course options refer to the list in the back of this book or go to ud.iub.edu/dfs_course_descriptions_list.php and select Natural and Mathematical Sciences (N&M).

- **Transitional Success Courses**

Transition courses address some of the personal, social, and academic changes you will experience as you move from your hometown to Bloomington, from high school to college, or from another college to IUB. If you are concerned about making a successful transition to academic life on the Bloomington campus, talk with your academic advisor at orientation about the transition course options that will best address your needs.

- ▶ For a list of transition courses go to ud.iub.edu/dfs_course_descriptions_list.php and select Transitional Success Courses.

- **Service Learning**

Service learning courses sustain the link between campus and community. In these courses you will participate in service projects to gain practical experience, apply what you are learning in the classroom, and make a contribution to the community. There are many courses that have a service learning component and many of these may fulfill specific requirements for your degree.

► For a list of service learning courses go to ud.iub.edu/fs_course_descriptions_list.php and select Service Learning.

- **Electives**

Electives are courses that do not fulfill any particular requirement for your degree but count in the total credits you need for graduation. Different majors classify different courses as electives and the number of elective hours allowed varies by major.

- **Activity Courses**

Consider taking a class that will get you involved on the campus and keep you active, such as physical activity or recreation class, a music lesson, or an ensemble. In most majors these 1–2 credit hour courses are considered electives.

► For a list of 1–2 credit hour courses go to ud.iub.edu/fs_course_descriptions_list.php and select Activity Courses.

PART II

2010–2011 COURSE DESCRIPTIONS

Indiana University Bloomington

Hundreds of courses are offered on the Bloomington campus each semester, providing students with a rich and diverse array of course options. The course descriptions in this section of the *UD Guide* are provided to encourage you to begin considering your options and selecting the courses that appeal most to you as soon as possible. This section does not include all courses offered at IUB, but does include those that are most appropriate for a majority of new students. Use the course descriptions included here with the *e-Guide to Schools and Majors* (http://ud.iub.edu/fs_eguide.php) and New Student information on the University Division website (<http://ud.iub.edu/fs.php>) to help you plan your classes for your first term at IUB.

Online Course Descriptions: You can find descriptions of most IU courses (including many not included here) online! The Office for the Vice Provost of Undergraduate Education collects course descriptions in an easy-to-read, easy-to-navigate online database: www.indiana.edu/~deanfac/class.html.

INSTRUCTIONS FOR LOCATING CLASSES IN THIS SECTION

Courses in this section are listed alphabetically by school or department, and you will find cross-references in various places. Exceptions: Foreign language courses are listed alphabetically under “Foreign Languages”; courses listed

Important

Pay close attention to the departmental prefix, e.g., CLAS, ENG, HPER, JOUR, SWK. You must know this information for each course you list on your Academic Planning Worksheet; it will help you distinguish between courses in different schools and departments that have the same course numbers (e.g., SOC-S 100 and SWK-S 100).

under “HPER” include courses for the three departments within that school: Applied Health Science, Kinesiology, and Recreation, Park, and Tourism Studies; Aerospace Studies and Military Science courses are listed under “Reserve Officer Training Corps” (ROTC); and learning skills courses (prefixed EDUC) are listed under “Student Academic Center.”

College of Arts and Sciences Topics Courses are open to all students regardless of major and are numbered COLL-E 103, E 104, and E 105. Descriptions are located under “College of Arts and Sciences Topics Courses.”

Many courses are offered as a part of the Division of Residential Programs and Services—Residential Education Program. You may be able to register for one or more of your classes to be held in your residence hall. Ask your advisor about this during your individual advising appointment at orientation.

INSTRUCTIONS FOR READING COURSE DESCRIPTIONS

The first lines of a course description identify the course number, the name of the course, the credit hours awarded for one term, and, where possible, the term taught and the instructor. The instructor may change from semester to semester.

Some information is provided for courses taught only in the spring term of 2010–2011. Being aware of these courses may influence your choice of courses for fall.

Also included is a notation indicating the general-education distribution area: A&H (Arts and Humanities), S&H (Social and Historical), and N&M (Natural and Mathematical Sciences). The designation listed indicates how the course is distributed in the College of Arts and Sciences. Other schools may count courses for general education in a different way. Your advisor will help you understand these differences.

See pages 73–76 for lists of course titles by category: Arts and Humanities (A&H), Social and Historical Studies (S&H), and Natural and Mathematical Sciences (N&M).

Here are the meanings of some other abbreviations you will see in the course descriptions:

P: = Prerequisite—A course you are required to complete before taking this course.

C: = Corequisite—A course that you must take at the same time as this course.

R: = Recommended—A course that it is suggested you complete before taking this course.

African American and African Diaspora Studies (AAAD)

A 100 African American Dance Company (2 cr.) (Fall, Spring) Rosa P: *Consent of instructor by audition.* Emphasis is on ethnic and jazz traditions, although other genres are regularly performed. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. Previous dance training desirable but not essential. May be repeated individually or in combination with A 110 and A 120 for a maximum of 12 ensemble credits.

A 110 African American Choral Ensemble (2 cr.) (Fall, Spring) McCutchen P: *Consent of instructor by audition.* Performance of music by and about blacks, including spirituals, gospel, art songs, and excerpts from operas and musicals. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. Ability to read music desirable but not essential. May be repeated individually or in combination with A 100 and A 120 for a maximum of 12 ensemble credits.

A 120 IU Soul Revue (2 cr.) (Fall, Spring) Williams, Mahluli P: *Consent of instructor by audition.* Emphasis on the various styles of black urban popular music. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. Ability to read music desirable but not essential. May be repeated individually or in combination with A 100 and A 110 for a maximum of 12 ensemble credits.

A 141-A 142 Introduction to Writing and the Study of Black Literature (4-4 cr.) (Fall, Spring) (A&H) McElroy This class combines two standard aims: (1) to help students develop their writing skills; and (2) to encourage them to read carefully. At the same time, A 141 offers something unusual: students encounter African American authors of recognized ability whose skillfully crafted statements often are neglected in similar courses. The theme of the course emphasizes the link between the “power” of the word and the quest for social justice. Before students finish the course, they will see a clear relationship between their ability to express themselves in writing and their own prospects as shapers of human destiny. Although A 141 and A 142 do not count toward the major, completion of the A 141 and A 142 sequence fulfills the composition requirement and provides A&H distribution credit in the College of Arts and Sciences. Most students enroll in the full sequence, but students may enroll in either A 141 or A 142.

A 150 Survey of the Culture of Black Americans (3 cr.) (Fall, Spring) (A&H) The culture of blacks in America is viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science. Course does not count toward the major. A series of

lectures, audio and videotape recordings, slide presentations, and films will be used to introduce major forms of traditional and popular African American culture. This course is also approved for College of Arts and Sciences Topics credit.

A 154 History of Race in the Americas (3 cr.) (Fall) (S&H) Exploration of the development of racism and racial ideologies in the United States, the Caribbean, Latin America, and South America from colonial times to the present. Emphasizes the interaction among cultural, political, and economic factors in shaping patterns of conflict and collaboration, domination and resistance.

A 198 Special Topics in Social and Historical Studies for African American and African Diaspora Studies (3 cr.) (Spring) (S&H)

A 205 Black Electoral Politics (3 cr.) (Fall) (S&H) The course will explore black participation in the formal structures of American government and in the processes by which these structures are accessed. Black participation in local, state, and federal government arenas will be focused upon, and the political benefits to the black community of these involvements will be assessed.

A 203 Studying Blacks of the New World: African Americans and Africans in the African Diaspora (3 cr.) (Spring) (S&H)

A 210 Black Women in the Diaspora (3 cr.) (Fall) (S&H) McCluskey Interdisciplinary examination of salient aspects of black women’s history, identity, and experience, including policies, cultural assumptions, and knowledge systems that affect black women’s lives. While the primary focus is North America, the lives of black women in other cultural settings within the African diaspora also are examined.

A 221 Dance in the African Diaspora (3 cr.) (Fall) (Second eight weeks) Rosa This course exposes students to dances in the African American and African diaspora traditions, history, culture, and music and embarks on embodying body positions of African-derived dances primarily from Cuba, Puerto Rico, and America through classroom lectures, discussions, videos, readings, and movement sessions.

A 249 African American Autobiography (3 cr.) (Fall) (A&H) McCluskey A survey of autobiographies written by black Americans in the last two centuries. The course emphasizes how the autobiographers combine the grace of art and the power of argument to urge the creation of genuine freedom in America.

A 255 The Black Church in America (3 cr.) (Fall) (S&H) The church’s role as a black social institution from slavery to the present, its religious attitudes as expressed in songs and sermons, and its political activities as exemplified in the minister-politician.

A 264 History of Sport and the African American Experience (3 cr.) (Fall) (S&H) Examination of the historical participation and contributions of African Americans in sport. Students study African American sports pioneers and the social conditions affecting their

participation. Period studied includes pre-slavery to the civil rights era (1500s to 1960s).

A 277 Images of Blacks in Films: 1903–1950s (3 cr.) (Fall) (A&H) Images of blacks in films, mainly American, from before *The Birth of a Nation* (1915) to the 1950s. Course will include segments as well as complete feature films (also “race films” when available), shorts, cartoons, and documentaries viewed in historical perspective

A 295 Survey of Hip-Hop (3 cr.) (Fall, Spring) A&H This course is a representative study of hip-hop from its origin to the present. We will examine hip-hop as an artistic, historical, and sociocultural phenomenon through a survey of the subculture and its elements, but especially the music and lyrics. Additionally, we will focus on the appropriation and exploitation of hip-hop forms by the media and the music industry, “global” cultural consumption, the rise and dominance of rap music in popular culture, notions about defining hip-hop today, and on broader issues and concepts in the study of culture. Note: *Course taught as an online course only.* Meets with FOLK- E 295.

A 298 Special Topics in Social and Historical Studies for African American and African Diaspora Studies (3 cr.) (Spring)

African Studies (AFRI)

L 100 Topics in African Society and Culture (3 cr.) (Fall, Spring) Study of selected topics in African studies not covered in existing, regularly scheduled courses. May be repeated with a different topic for a maximum of 6 credit hours.

Topic (Fall): Reed Dance Dlamini The aim of this course is to introduce students to the Umhlanga Reed Dance Ceremony, one of the rich traditions of the Swazi and Zulu people of Southern Africa, which is also one of two major ceremonies of Swaziland that has given the country its uniqueness. The course will focus on the Swazi experience because Swaziland is the country that has fully maintained this cultural tradition since the foundation of the Swazi nation. The course is designed to increase students’ appreciation of African cultures and particularly the Umhlanga Reed Dance as a domain for expression of ideas about politics, corruption, citizenship, national history, and identity, as well as a platform for social criticism.

Topics (Spring): Ananse as an African Folk Hero, Gumboot Dance: Beauty from Pain, Mande Cinema, and An Introduction to Zulu Culture

L 202 Occultism in Africa (3 cr.) (Fall, Spring) Adu-Amankwah Belief in the occult has been solidly established as a universal dimension of human experience. Occultism is often thought of as only witchcraft and magic, but the spectrum of the occult is broad enough to cover aspects of what might otherwise be termed religion. This course examines the concept of the occult, identifying some of the major forms it takes among Africans of sub-Saharan Africa, and exploring its power and influence within this world region. At the end of the course students will have an understanding of occult practices in

Africa and the major role they play in traditional society. Students enrolling in the course must be willing to set aside their preconceptions about paranormal claims. The goal of the course is not to persuade students to believe or disbelieve any particular proposition, but they should be willing to examine paranormal phenomena objectively.

L 231 African Civilization (3 cr.) (Spring) (S&H)

L 232 Contemporary Africa (3 cr.) (Fall) (S&H)

An introduction to current social, economic, and political issues in Africa.

Akan (LING)

See "Foreign Languages."

American Studies (AMST)

A 100 What is America? (3 cr.) (Fall, Spring) (A&H) Inouye (Fall) Class will explore ideas about citizenship, national identity, and the social contract in the broader Americas. What makes us "Americans"? How do we define "America"? How does national identity compete with, or relate to, other forms of identity, such as social status or class, religious association, gender and sexuality, and racial or ethnic description?

A 200 Comparative American Identities (3 cr.) (Fall, Spring) (A&H) Inouye (Spring) Examines the formation of legal, social, cultural, and economic identities within the United States and within U.S. controlled territories. Who counts as "American"? To what ends have citizens and noncitizens assumed, claimed, or refused "American" identity? This course employs a comparative frame in considering elite and subordinated classes (and/or gender, races, ethnicities, sexualities); institutional and countercultural forms of self-definition; official history; and alternative acts of collective memory.

A 201 U.S. Movements and Institutions (3 cr.) (Fall, Spring) (A&H) Study and analysis of a social movement, an institutional structure, or an otherwise clearly delimited arena of social regulation and public activity. Constructing, deconstructing, reconstructing an object of social study. Topics vary. May be repeated with a different topic for a maximum of six credit hours.

A 202 U.S. Arts and Media (3 cr.) (Fall, Spring) (A&H) Interdisciplinary approaches to a cultural genre (e.g., science fiction, pop art, jazz), discourse (e.g., individualism, family values, globalization), or medium (e.g., comics, television, the Internet). Constructing, deconstructing, reconstructing an object of cultural study. Recent topics have included: Images of the Body; Jazz and Cultural Hierarchy; Youth Cultures. (May be repeated with a different topic for a maximum of 6 credit hours.)

A 275 Indigenous Worldviews in the Americas (3 cr.) (Fall) (S&H) Snyder A survey of some of the basic aspects of indigenous lifeways, this

course introduces comparative cultural analysis, providing foundational coursework for those interested in thinking about how others think and how we think about otherness. Students will examine mythology, ritual, health, art, and philosophy within the context of colonialism and globalization.

Anthropology (ANTH)

A 105 Human Origins and Prehistory (3 cr.) (Fall, Spring) (S&H) Schoenemann, Sept What made us human? The story of our past can be found in clues from various sources—everything from details of DNA to evocative murals in Ice Age caves. This is why the scientific quest for human origins requires the curiosity of a philosopher coupled with the skills of a skeptical detective. This course will introduce you to the study of human evolution, a branch of anthropology that seeks to understand human uniqueness by studying the human past using scientific methods from both biological and social perspectives. We can learn a lot about ourselves by studying the behavior of living primates, like chimpanzees. And we can look at fossils and archaeological sites for the evidence that reveals when and where humans first began to behave like "odd animals," walking upright, eating and cooking unusual foods, inventing tools and art, speaking languages, and enjoying social and cultural practices that we consider so "human" today.

A 200 Topics in Anthropology: Bizarre Foods (3 cr.) (Fall) (S&H) Atalay Pork brains, coffee from digested bat feces, and deep-fried turtle—these are some of the items on the menu for our examination of delicacies, meals and manners, food taboos, cooking methods, and other cultural engagements with food. The simple acts surrounding eating are intricately linked to culture, identity, politics, economics, and so much more. In this course we will examine such linkages as we address some of the major issues facing anthropology today, including inequalities, diversity, and identities; class and gender positions; ritual and religion; the environment; globalization and culture change. This course also involves looking at the bizarre foods in our own backyard—you will learn about the ingredients of a Twinkie, the production of meat, and how bread and wine turn into "body and blood." We will think about fasting, starvation, and food as art, and explore the ways that people from Indiana to India are working to preserve their food cultures.

A 205 Anthropology Today: Museum Collections as Research Resources (3 cr.) (Fall) Conrad

A 208 Topics in the Anthropology of the Arts and Expressive Behavior (3 cr.) (Fall) (A&H) Introduction to selected topics in the anthropology of art, performance, music, literature, folklore, belief, and ritual. Examines the methods anthropologists use to study the arts or other expressive behaviors and explores art and expression in a variety of cultural settings.

B 200 Bioanthropology (3 cr.) (Fall, Spring) (N&M) Kaestle, Vitzhum This course is an introduction to the study of human evolution and diversity. Students learn the basics of evolutionary mechanisms, genetics, primate (including human) anatomy and behavior, human adaptation and evolution, and human variation. Reading assignments are from both textbooks and short current research articles. Skills in reading science writing are stressed, as well as critical thinking. Some class sessions may include meeting in the bioanthropology labs, where students get hands-on experience with bones, teeth, fossil casts, and methods for studying them. This course prepares students for more advanced courses in bioanthropology.

E 101 Ecology and Society (3 cr.) (Spring) (S&H) Tucker

E 105 Culture and Society (3 cr.) (Fall, Spring) (S&H) Brondizio, Suslak The world is full of groups of people who speak different languages; eat, dress, and worship differently; and have different ideas about health and sickness, life and death, adolescence and old age. In today's complex world of rapid cultural change and globalization, it is essential for all of us to understand the nature of the similarities and differences found among human groups. This course is a general introduction to the field of social and cultural anthropology. The course will analyze such activities as economic and political behavior, religion, arts, social organization, and thought processes. Illustrations will be drawn from cultures throughout the United States and the world.

E 200 Social and Cultural Anthropology (3 cr.) (Fall, Spring) (S&H) Sterling, Buggenhogen Contemporary international migrations and communications are bringing us into direct contact with peoples of many regions and different values and ways of life. We are faced with the challenge of understanding other cultural perspectives in order to deal with the realities of ethnic nationalism, religious fundamentalism, and other forces that are shaping the world we live in. In this course we will explore what sociocultural anthropology can contribute to this understanding.

E 208 Global Jazz, Reggae, and Hip-Hop: African Diasporic Music Beyond the African Diaspora (3 cr.) (Spring) (A&H) Sterling

E 210 Rethinking Race Globally (3 cr.) (Fall) (S&H) Greene Who invented the term "race" and what does it mean? Is race a legitimate way to talk about human diversity? If so, with what social and scientific understanding? If not, what other terms might we employ to substitute or complement discussions regarding racial matters? In this course we seek to address these broad questions about human diversity in terms of the legacy of the concept of race. To do so we will identify how anthropology and related disciplines have played a fundamental role in shaping our understanding about physical variation, culture, gender, and language as means to talk about differences in the human species. We will also identify the multiple ways in which such academic thought

has fundamentally misconceived human difference in order to perpetuate stereotypes, justify various forms of domination, and propagate simple misunderstandings instead of recognizing the complex interactions that exist between physical variation and social constructions of human difference. We will examine ideas from past and present and read about current cases from different parts of the globe.

E 212 The Anthropology of Youth and Adolescence (3 cr.) (Spring) (S&H) Suslak

E 260 Culture, Health, and Illness (3 cr.) (Spring) (S&H) Phillips

L 200 Language and Culture (3 cr.) (Spring) (S&H) LeSourd

P 200 Introduction to Archaeology (3 cr.) (Fall, Spring) (S&H) King, Sievert Surveys the history, techniques, methods, goals, data base, and theoretical orientation of anthropological archaeology; is concerned primarily with how archaeology is done; and is designed for sophomore-level students with no previous background in the field. It provides a broad background to anthropological archaeology and serves as a prerequisite to more advanced courses in archaeology. Lab sections provide hands-on training with archaeological materials.

P 240 Archaeology and the Movies (3 cr.) (Fall) (S&H) Sievert. This is a course for students who are drawn to films about archaeologists or Egyptian mummies, but who question the interpretations of ancient people and of archaeologists that the movies present. We will look at how archaeologists are depicted (usually as glamorous adventurers like Indiana Jones and Lara Croft) and compare this with the work that archaeologists actually do. We will address modern issues such as looting, exploitation, and antiquities trade, and see how artifacts can have lives of their own. One theme that recurs in such films is the romance of discovery as archaeologists retrieve ancient materials from archaeological sites. Where does this impression derive from, and how does it compare to the actual activities of real (not reel) archaeologists? Another theme is site devastation, which we will evaluate in all its metaphorical glory. Film genres include romantic comedy, drama, sci fi, and even animé.

Apparel Merchandising and Interior Design (AMID)

See p. 33 for interior design courses.

F 203 Introductory Textile Science (3 cr.) (Fall, Spring) Akou P: R 100 or H 100. Textile fibers, yarns, fabrication and finishes, textile processing and properties; selection and care of textiles for human use. Lecture plus laboratory. Course fee required.

R 100 Introduction to Retail Design and Merchandising (3 cr.) (Fall, Spring) Christiansen, Shaffer Introduction to the retail cycle related to the interdisciplinary study of and

research in apparel and textiles. Examines social and economic theories underlying the fashion business, retail merchandising principles, consumer behavior, and contemporary retail issues.

Arabic (NELC)

See "Foreign Languages."

Asian American Studies (AAS)

A 101 Introduction to Asian American Studies (3 cr.) (Fall) (S&H) In this course we will study Asian American history from the nineteenth century through the present; in the process, we will also explore the diversity of groups brought under the umbrella of "Asian American." Readings covering a series of major events in the collective experience of Asian immigrants and their American-born descendants will be supplemented with the more personal accounts that are offered through poetry, fiction, personal essays, and/or film. These texts, which will touch on "Gold Mountain" and Manzanar, Yoko Ono and Vincent Chin, may serve as springboards into discussions not only about immigration, exclusion, and racial stereotyping, but also about the mainstreaming of things Asian, like sushi and curry, and the cultural/familial expectations and conflicts a "hyphenated American" must often negotiate. Students will be given opportunities, both individually and in groups, to explore these issues within the broader context of American culture and to trace the line from this aspect of our shared past into the present.

A 300 Topics in Asian American Studies (3 cr.) (Fall) Wong Topic: *Being Asian Americans: Challenges of Identity and Adjustment* This introductory survey addresses issues of Asian American ethnicity, culture, and race as they relate to mental health, psychopathology, and psychotherapy. Readings are drawn primarily from cross-cultural, clinical, and counseling psychology. Students will critically examine: (1) models of psychopathology; (2) the interplay of Asian American cultural, racial, and mental health variables; and (3) the relevance of psychotherapeutic models and other mental health services to Asian American populations. Developing the ability to reflect critically on these issues will enhance students' future effectiveness as culturally sensitive professionals serving the needs of multicultural populations. This course will be particularly relevant to students interested in the helping professions, e.g., social work, teaching, counseling, psychology, and psychiatry.

A 300 Topics in Asian American Studies (3 cr.) (Fall) Inouye Topic: *Playing with Difference: Popular Cultures of Asia in America* From animé and General Tso's Chicken to henna tattoos and Hindu figurines, Asian themes and styles have become integral to the American popular cultural landscape. Everywhere you turn, the increasing presence of Asian

housewares, fashion, video games, and music has transformed vernacular culture from *Leave it to Beaver* into something much less localized and into something more transnational and hybrid. In this course, we begin with a brief history of the mostly negative representations of Asians and Asian Americans in the mainstream media in the United States. We will then examine the popularization of aspects of Asian culture in America. Examples of topics include Hong Kong cinema, graphic novels, the spread of Asian ingredients and recipes, video games, martial arts, animé, and yoga. The emphasis in this course lies on the changing representation, and thus reception and conception, of Asians and Asian cultures in American popular media. Meets with AMST-A 350.

Astronomy and Astrophysics (AST)

Note: A 100, A 102, A 103, A 105, A 110, and A 115 are introductory astronomy courses of comparable difficulty. No one of them is considered a prerequisite for any other. A 110 is a survey of all modern astronomy in one course. A 100 and A 105 divide the A 110 material into two parts. Taken together, A 100 and A 105 cover essentially the same material as A 110 but in greater depth. A 102 covers selected topics in astronomy with an emphasis on the role of gravity. A 103 covers the search for life in the universe. A 115 is an introduction to cosmology that also covers many topics in basic astronomy. The 100-level courses do not count toward the astronomy and astrophysics major. Up to two 100-level courses may be counted toward the astronomy and astrophysics minor.

A 100 The Solar System (3 cr.) (Fall, Spring) (N&M) Celestial sphere, constellations, apparent motions of celestial objects, eclipses, history of astronomy, astronomical observations, the Earth as a planet, the Moon, the planets and their satellites, comets, meteors, theories of the origin of the solar system. Credit not given for both A 100 and A 110.

A 102 Gravity, the Great Attractor: Evolution of Planets, Stars, and Galaxies (3 cr.) (Spring) (N&M)

A 103 The Search for Life in the Universe (3 cr.) (Fall) (N&M) Explores the origin, nature, and history of life on Earth, prospects for life in our own and other planetary systems, extrasolar planet detection, and the possibility of other technological civilizations.

A 105 Stars and Galaxies (3 cr.) (Fall, Spring) (N&M) Introduction to the physical universe. Topics include constellations, gravity, radiation, the Sun, structure and evolution of stars, neutron stars and black holes, the Milky Way galaxy, normal galaxies, active galaxies, quasars, cosmology, and the search for extraterrestrial life. Credit not given for both A105 and A110.

A 110 Introduction to Astronomy (3 cr.) (Fall) (N&M) For non-science majors. This is a one-semester course that describes the Universe. The purpose of this course is to introduce you

to one of the oldest and one of the most modern of the sciences. It studies the Earth as a planet, satellites, comets, the sun, properties of stars, stellar systems, extragalactic objects, the nature of the observable universe. Credit is not given for both A 100 and A 110, nor for both A 105 and A 110, nor for both A 110 and A 115.

A 115 Birth and Death of the Universe (3 cr.) (Spring) (N&M)

A 221 General Astronomy I (4 cr.) (Fall) (N&M) *P: College algebra and trigonometry or high school equivalent.* For physical science majors. Introduction to modern astronomy and astrophysics, including basic principles of mechanics, optics, and radiation. Topics include solar system, stars, interstellar matter, galaxies, cosmology, and observational astronomy from radio to gamma rays.

A 222 General Astronomy II (4 cr.) (Spring) (N&M) *P: College algebra and trigonometry or high school equivalent; A 221.* Continuation of A 221.

Bengali (INST)

See "Foreign Languages."

Biology (BIOL)

L 100 Humans and the Biological World (5 cr.) (Fall) (Non-majors) (N&M) *Fall Topics: The Biology of Mental Illness, Human Biology, Human Reproduction: Conception to Birth, and Inquiring about Cancer Research* This course is designed for non-science majors who specifically want laboratory experience. It emphasizes biological organization from molecules through cells, organisms, and populations—the processes common to all organisms, with particular reference to humans. Credit given for only one of L 100, L 104, E 112, L 112, Q 201.

L 104 Introductory Biology Lectures (3 cr.) (Fall, Spring) (Non-majors) (N&M) The course introduces non-science majors to living organisms using a lecture-only format. No prior background in biology is required. The course does not count as a biology course for preprofessional programs. Primary emphasis varies with the instructor. Ask your advisor about course topics. Credit given for only one of L 100, L 104, E 112, L 112, Q 201.

L 111 Evolution and Diversity (3 cr.) (Fall, Spring) (N&M) For biological and other science majors. Processes of evolution (selection, speciation, macroevolution, origin, and early history of life) and organismal function (morphology, physiology, and behavior). Credit given for only one of L 111 or E 111.

L 112 Biological Mechanisms (3 cr.) (Fall, Spring) (N&M) *P: High school or college chemistry.* For biological and other science majors. Integrated picture of the manner in which organisms at diverse levels of organization meet problems in maintaining and propagating life. Credit given for only one of L 100, L 104, L 112, E 112, Q 201.

L 113 Biology Laboratory (3 cr.) (Fall, Spring) (N&M) *P or C: L 112; R: L 111.* Cannot be taken during the first semester of residence unless credit already earned for L 111 and L 112 or E 111 and E 112. Laboratory experiments in various aspects of biology, with a focus on investigative logic and methods. Introduces aspects of cell biology, genetics, and evolutionary biology.

Q 201 Biological Science for Elementary Teachers (4 cr.) (Fall, Spring) *P: EDUC-Q 200.* Open only to elementary education majors. This course emphasizes those parts of biology most important in becoming an effective elementary teacher. Emphasis is on the laboratory curriculum and the ways that all of us learn about our biological selves and our living surroundings. Credit given for only one of L 100, L 104, L 112, E 112, Q 201.

Business (BUS)

A 100 Basic Accounting Skills (1 cr.) (Fall, Spring) (Eight weeks) (Summer) The course provides a brief but rigorous introduction to the main areas of accounting from an information systems perspective. Topics covered include information users and systems, financial accounting, management accounting, taxation, and integrative activity. This course provides students with the foundation necessary for upper-level accounting courses.

A 200 Foundations of Accounting (3 cr.) (Fall, Spring, Summer) (Non-majors) The course addresses the role of accounting in society and business with a special emphasis on fundamental concepts and the basic design of accounting systems. Course is intended for non-business majors who are interested in learning how accounting affects their lives and businesses and for students pursuing business minors. Credit is not given for both A 200 and A 201 or A 202.

A 201 Introduction to Financial Accounting (3 cr.) (Fall, Spring, Summer) *P: A 100.* Provides balanced coverage of the mechanics, measurement theory, and economic context of financial accounting. Strikes a balance between a preparer's and a user's orientation, emphasizing that students must understand both how transactions lead to financial statements (preparer's orientation) and how one can infer transactions given a set of financial statements (user's orientation). Relies on current examples taken from the popular business press. First part of the course introduces students to the financial accounting environment, financial statements, the accounting cycle, and the theoretical framework of accounting measurement. Second part of the course covers the elements of financial statements and emphasizes mechanics, measurement theory, and the economic environment. (Students will not receive credit for both A 200 and A 201.)

A 202 Introduction to Managerial Accounting (3 cr.) (Fall, Spring, Summer) *P: A 100.* The course covers the concepts associated with accounting and the management of business. Particular emphasis is given to understanding

the role of accounting in product costing, costing for quality, cost-justifying investment decisions, performance evaluation, and control of human behavior. (Students will not receive credit for both A 200 and A 202.)

F 260 Personal Finance (3 cr.) (Fall, Spring) Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities. No credit for juniors or seniors in the Kelley School of Business.

G 100 Business in the Information Age (3 cr.) (Fall, Spring) An introductory but comprehensive survey of business and economic information. Focuses on sources of information, what they mean and how to interpret them, the accuracy and reliability of the data, and their use and abuse. Introduction to the *Wall Street Journal* and other major domestic and foreign information sources. Emphasis is on trends, current events, and issue analysis.

G 202 Corporate Social Strategy (2 cr.) (Fall, Spring, Summer) *P: ECON-E 201.* Successful business strategy entails more than outmaneuvering rival companies. Managers must devise strategies to cope with the global outside forces that confront businesses and other forms of organization. This course provides managers and leaders with strategies that win against the economic, political, social, legal, cultural, and technological forces that make up our global business landscape.

K 201 The Computer in Business (3 cr.) (Fall, Spring, Summer) K 201 is required for students who wish to enter the Kelley School of Business, for business minors, and it is a popular elective for other students. K 201 assumes no computer background, but some prior exposure to computers, particularly microcomputers, is helpful. Conceptual computer literacy is the focus of the weekly lecture. After introducing the basic concepts of computer use, these lectures devote special attention to current technological innovations in social and business environments. Topics include technology and organizational change, telecommunications, privacy in the Information Age, and business security on the Internet. Functional computer literacy is the focus of the discussion section, which meets twice a week in a computer lab. Basic skills in using a spreadsheet (Excel), a relational database (Access), and electronic communications software (e-mail and Web browsers) are applied to solve a variety of business problems.

L 100 Personal Law (3 cr.) (Fall, Spring) Examines effects of law (including IU rules and regulations) on everyday lives. Topics may include family law, criminal offenses and traffic violations, personal injury and property damage claims, employee rights, landlord-tenant law, consumer rights, debt collection, selected real and personal property issues, wills and estates, selected contract law issues, and forms of business organization (partnership, proprietorship, and corporation).

L 201 Legal Environment of Business (3 cr.) *Kelley School of Business, Hutton Honors College freshman, or sophomore standing.* This introductory

business law course gives students a basic understanding of the legal system: the nature of legal reasoning, the law of torts, and government regulation of business.

W 212 Exploring Entrepreneurship (3 cr.) (Fall, Spring) Designed to introduce the basic concepts of entrepreneurship and the issues of starting and managing your own business. Open to all Indiana University undergraduates and an ideal elective if you want to be an entrepreneur.

X 100 Business Administration: Introduction (3 cr.) (Fall, Spring, Summer) Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment.

X 104 Business Presentations (3 cr.) (Fall, Spring) Introduces oral communication in business contexts. Course focuses on skill development that will enable students to deliver audience-centered messages, work in small groups, and analyze and develop oral arguments. Business students cannot receive credit for both X 104 and CMCL-C 121.

X 201 Technology (3 cr.) (Fall, Spring, Summer) *P: BUS-K 201.* Introduces technologies currently deployed in organizations. Provides a broad understanding of how technologies are deployed, their potential, their strategic importance, and their impact on organizations and on society. Topics covered include the changing impact of technology, software engineering, telecommunications, networks, process technologies, applications of technology, economic impact of technologies, and future technologies.

X 204 Business Communications (3 cr.) (Fall, Spring, Summer) *P: ENG-W 131 or equivalent with a grade of C or higher.* Theory and practice of written and oral communication in a business context. Students learn to use correct, forceful English in preparation of letters, memoranda, and reports. Completion of Kelley School of Business Oral Communication Proficiency Assessment required.

X 220 Career Perspectives (2 cr.) (Fall, Spring) (Second eight weeks, sometimes first eight weeks also) *R: Sophomore standing.* Introduces students to the process of career planning. Provides weekly individualized feedback to students on oral and written communication skills and on the substance of career-related projects. This highly interactive course incorporates many guests each semester, including alumni, other corporate mentors and speakers, faculty, and senior students.

Career Development (ASCS)

Q 294 Basic Career Development (2 cr.) (Fall, Spring) (Eight weeks) Career Development Center and Arts and Sciences Career Services Staff Designed for freshmen and sophomores who are choosing a major or exploring career fields, the course includes three steps for making informed career decisions: (1) Self-

definition: Explore your interests, values, skills, and personality as they relate to careers and occupational environments; (2) Structured decision making: Choose a potential major or career using a systematic method; (3) Research in depth: Discover what you don't know about majors and careers and familiarize yourself with campus and community resources. By the end of this course, you will understand clearly how your academic choices relate to your career options.

Central Eurasian Studies (CEUS)

See also "Foreign Languages."

R 191 Introduction to Central Eurasia (3 cr.) (Fall) (S&H) Beckwith An introduction to the history of the traditional Central Eurasian ("Inner Asian") peoples through lecture and film. Topics include Proto-Indo-Europeans, Silk Road, Attila, steppe empires, Dalai Lama, Manchu and Russian relations, and the re-emergence of Central Eurasia in the late twentieth century. Extensive use of films.

R 250 Introduction to the Ancient Near East (3 cr.) (Fall) (S&H) Choksy Introduction to ancient Near Eastern and Central Asian cultures. Begins with early farming communities around 8000 B.C. and includes the Bronze Age and Iron Age kingdoms of Assyria, Babylonia, Iran, and Central Asia and the spread of Hellenism. Archaeological and textual information used with visual aids.

R 270 The Civilization of Tibet (3 cr.) (Fall) (S&H) Sperling Introduction to the diverse aspects of Tibetan civilization. Making extensive use of slides and other audiovisual materials, the course covers such topics as Tibet's literature, art, religion, society, history, and language. Strongly recommended for undergraduates intending to take higher-level courses in the Tibetan studies program. Meets with INST-I 212.

Chemistry (CHEM)

C 100 The World as Chemistry (3 cr.) (Fall) (N&M) *P: Curiosity.* For non-science majors, the chemistry of everyday life: fuels, plastics, drugs, water, air, and living systems. Lectures illustrated by demonstrations, films, and molecular models. Readings include articles from current newspapers and magazines.

C 101 Elementary Chemistry I (3 cr.) (Fall, Spring) (N&M) Usually taken concurrently with C 121. Introduction to aspects of general chemistry. The sequence of C 101/C 121 and C 102/C 122 usually satisfies programs that require only two semesters of chemistry (including many pre-professional programs in allied health sciences). Admission to advanced courses on the basis of C 101-C 121 and C 102-C 122 is granted only in exceptional cases. Credit given for only one of C 101 or C 103.

C 102 Elementary Chemistry II (3 cr.) (Spring) (N&M)

C 103 Introduction to Chemical Principles (5 cr.) (Fall, Spring) (N&M) Taken in preparation for C117 by students with deficiencies in chemistry. Students who do not place into C 117 via the Chemistry Placement Exam will be required to take this course prior to taking C 117 (for more information on the Chemistry Placement Exam, see the *University Division Guide*). Students who feel that they require additional chemistry background prior to taking C 117 do not have to take the Chemistry Placement Exam in order to take C 103. Content includes applications of measurement and chemical formula/equation conversions, modern view of the atom, and solution processes that relate to chemical reactions. Emphasis of lectures, labs, and discussion sections will be problem-solving strategies. Credit given for only one of C 101-C 121, or C 103.

C 117 Principles of Chemistry and Biochemistry I (5 cr.) (Fall, Spring) (N&M)

P: A year of high school chemistry and placement into C 117 via the Chemistry Placement Exam (for more information on the Chemistry Placement Exam, see the University Division Guide), as well as one of the following three math requirements: 1) a score of 17 or higher on the Mathematical Skills Assessment test; 2) a grade of C- or above in an IU math course numbered above MATH-M 025; or 3) a grade of C- or above in CHEM-C 103. Students who do not meet the above criteria are required to take C 103 prior to taking C 117. An integrated lecture-laboratory course covering basic principles of chemistry and biochemistry, including applications to physiological (biochemical) functions. Credit given for only one of the following: C 105-C 125, S 105-S 125, C 117, or S 117.

S 117 Principles of Chemistry and Biochemistry I, Honors (5 cr.) (Fall) (N&M)

P: Placement into S 117 via the Chemistry Placement Exam (for more information on the Chemistry Placement Exam, see the University Division Guide) as well as consent of department. Students will also be required to attend the S 117 orientation meeting held in CH033 at 8 a.m. on the Saturday preceding the first week of classes for the fall semester (August 29th). For students with unusual aptitude or preparation. An integrated lecture-laboratory course covering basic principles of chemistry and biochemistry. Credit given for only one of the following: C 105-C 125, S 105-S 125, C 117, or S 117.

C 118 Principles of Chemistry and Biochemistry II (5 cr.) (Fall) (N&M)

P: C 117 or C 105-C 125 and consent of department. An integrated lecture-laboratory course introducing the basic principles of chemistry and biochemistry within the context of important social, political, economic, and ethical issues. Topics include polymers, drug design, nutrition, genetic engineering, global warming, and alternative fuels. Second semester of a two-semester sequence. Credit given for only one of the following: C 106-C 126, S 106-S 126, C 118, S 118, N 330, or S 330.

C 121 Elementary Chemistry Laboratory I (2 cr.) (Fall, Spring) *P or C: C 101.* Introduction to the techniques and reasoning of experimental

chemistry. Credit given for only one of C 101-C 121 or C 103.

C 122 Elementary Chemistry Laboratory II (2 cr.) (Spring)

C 341 Organic Chemistry I Lectures (3 cr.) (Fall, Spring) (N&M) *P: C 117, S 117, C 106, or C 243.* Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. Credit given for only one of C 341, S 341, or R 340.

S 341 Organic Chemistry I Lectures, Honors (3 cr.) (Spring) (N&M) *P: Grade of B+ or higher in S 117, or consent of instructor.*

Chinese (EALC)

See "Foreign Languages."

Classical Studies (CLAS)

C 101 Ancient Greek Culture (3 cr.) (Fall, Spring) (A&H) Introduction to the highlights of Greek civilization, history, and literature. Emphasis is on reading the original sources to give the student a sense of immediacy with Greek culture. Lectures include ancient religion, drama, mythology, athletics, art, and architecture.

C 102 Roman Culture (3 cr.) (Fall, Spring) (A&H) Introduction to basic Roman attitudes and thought patterns as they appear in the many aspects of Roman culture—politics, art, religion, government, education, law, engineering, philosophy, private life, and public amusement. Lectures provide background and a context for the firsthand information about Roman culture provided by remaining documents; works of literature, art, and architecture; and other archaeological evidence. In the process of becoming familiar with Roman culture, students will acquire an understanding of the sources of some stereotypes and misconceptions about the Romans and a recognition of how Roman culture influenced Western civilization.

C 205 Classical Mythology (3 cr.) (Fall, Spring) (A&H) Introductory survey of Greek and Roman mythology. No previous knowledge of the subject is assumed. The principal aims of the course are to acquaint the student with the most important or significant myths, legends, and folk tales from classical mythology (using whenever possible the narratives of the ancient storytellers themselves), to sensitize the student to recurrent structures and themes, and to foster an understanding of some of the meanings of the stories.

C 206 Classical Art and Archaeology (3 cr.) (Fall, Spring) (A&H) An introductory survey of the art and archaeology of ancient Greece and Rome from prehistoric times to the fourth century A.D. Lectures will focus on the nature and objectives of classical archaeology and its contribution to our understanding of the past. There will be three main areas of concentration: the development of the preclassical civilizations

of the Aegean Basin (especially Minoan Crete and Mycenaean Greece), the evolution of the Greek city-state (emphasis on Archaic and Classical Athens), and the rise of the Roman Empire (Republican and Augustan Rome, Pompeii, and Herculaneum). Special attention will be given to the development of Greek and Roman architecture, sculpture, and painting.

C 209 Medical Terms from Greek and Latin (2 cr.) (Fall, Spring) The formation of words used in medicine and medicine from basic Greek and Latin roots. During the semester, students gradually learn 700 Greek and Latin words that are frequent elements in scientific vocabulary. By dictation, memorization, and analysis of actual medical or biological terms, the student gains the basics of a highly usable scientific vocabulary. No previous exposure to Greek or Latin is expected or necessary. *Note: Class does not count toward any CLAS major.*

Cognitive Science (COGS)

See COLL-E 104 Brains and Minds, Robots and Computers.

Q 240 Philosophical Foundations of the Cognitive and Information Sciences (4 cr.) (Fall, Spring) (A&H) College Intensive Writing section. This course provides the philosophical foundations of the newly emerging interdisciplinary field of cognitive and information sciences. In this field philosophers, psychologists, logicians, computer scientists, neuroscientists, and linguists collaborate to understand the relation of mind to brain, the brain as a digital or an analog processor, modules of cognitive processes, how information is acquired and used, what it is to know a language, what it means for a system to represent information, how one can reason with limited information from different sources, what it means to execute a program, and whether a computer can be intelligent or conscious. The course will emphasize reasoning and writing, rigorous analysis, clear exposition and expression, consideration of various sides of an issue, and organized presentation of information.

Q 250 Mathematics and Logic for the Cognitive and Information Sciences (4 cr.) (Fall) (N&M) *P: Mastery of two years of high school algebra or the equivalent.* This course introduces students to some of the main mathematical and logical tools used in building models in cognitive science. The emphasis will be on the intuitive ideas behind the mathematics, i.e., the main goal is for students to learn the ideas first at an intuitive level and then develop a deeper acquaintance with the ideas. The course will introduce the main concepts and results from first-order logic, machines, set theory, and linear algebra for parallel distributed processing (neural networks). The lab hours will be devoted primarily to the use of computational tools, including Matlab. The material for the course is self-contained, and no prerequisites beyond a sound high school mathematics background are

needed. Credit will not be given for both COGS Q 250 and INFO I 201.

College of Arts and Sciences Non-Topics Courses (COLL)

C 101 Introduction to Chess (1 cr.) (Fall) (Second eight weeks) Volan This course is an introduction to chess, including the rules, strategies, and history of the game. S/F grading.

X 112 Traditions and Cultures of Indiana University (2 cr.) (Fall) (First eight weeks) Hershey Class is restricted to freshmen. **(Second eight weeks) Hershey and Nichols** Two second eight-week class sections are open to all undergraduates. Students must attend an initial orientation meeting and should check the online schedule for the orientation meeting day, place, and time. This course is taught mostly online, but students are required to meet in a classroom to take three evening unit exams.

An online examination of the culture of a research university as told through the storied traditions of IU Bloomington. Students will learn about the history of American higher education by examining how the campus has changed since its 1820 founding—in terms of its demography, programs, and buildings. Certain unique treasures of IUB (the Gutenberg Bible, Little 500, the Indiana Memorial Union, the Kinsey Institute) will illustrate issues related to information technology, student activism, commercialization, and academic freedom.

College of Arts and Sciences Topics Courses (COLL)

A special category of distribution courses called "Topics in Arts and Sciences" is open to all students. COLL-E 103 counts in the arts and humanities distribution requirement; COLL-E 104 counts in social and historical studies; COLL-E 105 counts in natural and mathematical sciences. Some Topics-qualified courses (such as those taught by the Hutton Honors College) may need special permission. See your advisor for details on these courses and for restrictions on repeating courses for credit.

Topics course goals are to promote critical thinking and effective, cogent oral and written communication among entering college students; to instill awareness, understanding, and appreciation of human diversity; and to broaden students' understanding of, and appreciation for, areas outside their fields of specialization. Topics courses are of moderate size (approximately 100 students) and are taught by faculty.

For more information about College of Arts and Sciences Topics courses, please visit the Topics website: www.indiana.edu/~bulletin/iub/coas/special.html#topic.

Topics courses are open to all students. Students

can receive credit for only one version of each specific course. For example, even though individual topics vary, a student may receive credit only once for enrolling in COLL-E 103. See advisor for details.

FALL TERM OPTIONS

COLL-E 103 TOPICS IN ARTS AND HUMANITIES

Descriptions:

E 103 *Conceptions of the Self: East and West* (3 cr.) (Fall) (A&H) Stalnaker It is a truism that different cultures propound different visions of human life. This course examines important statements on the nature of human existence from the ancient and modern West and from East Asia, and endeavors to sensitively compare these diverse visions of human life without capitulating to nihilism, relativism, or self-satisfied cultural chauvinism. Traditions we will examine include Confucianism, Daoism, Christianity, Marxism, and contemporary democratic political theory. Recurring issues include the character and relation of reason and emotions; the nature and source of saving dispositions; understandings of the relation of our more animal and more human sides; problems in life that are thought to deform the self; the need, if any, for transcendent forces to actualize the self; the form of and rationale for various practices of self-cultivation; and the relation of individual and communal flourishing. All readings are in English translation.

E 103 *The Ebonics Controversy* (3 cr.) (Fall) (A&H) Davis This course deals with the controversy concerning Ebonics (African American Vernacular English). The controversy has several different aspects which impact social, educational, and linguistic issues. The class takes an academic perspective on the topic as we examine and try to understand various aspects of the controversy. What is Ebonics? Is it a separate language, a dialect, slang, bad grammar, or really not a distinct entity? Are its origins traceable to the language systems of Africa, or is it a variant of Southern English? How do different people in society view Ebonics and why do they have those views? Finally, there is a practical question of how to approach the education of African American children whose home speech is Ebonics. Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of mainstream English, or should Ebonics be used as a vehicle for learning mainstream English? This course deals with these and other issues through readings, films, group discussions, writing assignments, and lectures.

E103 *Great Wall of China* (3 cr.) (Fall) (A&H) Atwood Why was the Great Wall of China built? What made the two peoples of China and Mongolia so hostile that a vast wall had to be built to separate them? Is this wall a symbol of China's might and glory, or a symbol of tyranny like the Berlin wall? Did the wall actually keep out the "barbarians"? Can it really be seen from the moon? For almost 2,000 years, how to handle the nomads of Mongolia was the most

important foreign policy question for China's rulers. At several different times and several different places from the third century B.C. to the twentieth century A.D., they used walls to defend themselves from the nomads. The wall thus came to symbolize the social, economic, military, political, and cultural clash between China and Mongolia. Across this frontier, nomads and Chinese fought, but also traded, exchanged diplomatic missions, and made peace. In understanding this conflict, students will explore fundamental issues of international relations.

E103 *King Arthur of Britain: The Once and Future Hero* (3 cr.) (Fall) (A&H) McGerr Who was King Arthur? When and where do the narratives about him first appear? Is he a conquering hero or a tragic victim of personal betrayal? What do the narratives of King Arthur have to do with the quest for the Holy Grail? What mythological, literary, and political forces have shaped representations of King Arthur in the past and in our own times? This course examines major narratives about King Arthur from medieval Europe and compares them to some of the most famous representations of King Arthur in the literature and films of the nineteenth, twentieth, and twenty-first centuries. Readings will include the medieval Welsh tale "How Culhwch Won Olwen," the medieval Latin chronicle "The History of the Kings of Britain," the medieval French tale "The Knight of the Cart," the medieval German tale "Parzival," the medieval English tale "Morte D'Arthur," Alfred Lord Tennyson's "Idylls of the King," and the English novel "The Once and Future King." Films studied will be "Monty Python and the Holy Grail" (1974), "Excalibur" (1981), and "King Arthur" (2004).

E103 *Language and Thought* (3 cr.) (Fall) (A&H) Franks This course examines the nature of human language from a variety of perspectives and explores the complex interrelationship between language and thought. It introduces students to current language-related issues in the social and behavioral sciences, addressing questions such as: How is human language structured? What does it mean to "know" a language? How is this knowledge acquired? What happens when linguistic ability is impaired? To what extent are language and thought independent? Is language a uniquely human capacity? How can human languages differ? What properties do they all share? What are sign languages? How do languages change? Readings: S. Pinker, *The Language Instinct*; F. Parker & K. Riley, *Linguistics for Non-Linguists: A Primer with Exercises*, and various articles (t.b.a.). The honors discussion will be run by the professor. (The three regular discussions will be run by an AI.) Honors students will be assigned extra topical readings and will be required, in addition to completing the regular homework assignments and exams, to write a short paper.

E103 *Philosophical Reflections on Religion and Evolution* (3 cr.) (Fall) (A&H) O'Connor This course will invite students to reflect philosophically on the relationship between the accepted frameworks of biological and cosmic

evolution and monotheistic religious doctrines of creation, fall, and survival of death. We will begin by considering the nature of scientific evidence and theory confirmation and the relationship of faith and reason. We will then discuss whether and how specific religious claims are compatible with contemporary scientific accounts of the origin of the universe and of living systems on earth, including human beings. We will also look at recent speculative theories concerning the evolutionary origin of religion, and ask what, if anything, the truth of some such theory would mean for the truth of any particular set of religious claims. Throughout, students will be exposed to historical reactions of religious thinkers to scientific theories and to the religious views of scientists, past and present. The goal of the course is not to persuade students of the correctness of any particular view on these matters, but to equip them to make informed and critical judgments of their own.

E103 *Power, Politics, and Piety: The Struggle for the Holy Land* (3 cr.) (Fall) (A&H) Magid This course will examine the political situation in Israel/Palestine from historical, theological, and cultural perspectives with special emphasis on nationalism and territorialism. We will read primary and secondary literature dealing with modern nationalism and territory, the concept of "land" in Judaism and Islam, the history of Zionism and Palestinian Nationalism, and the rise of the anti-nationalist Islamist movement including its roots in British colonialism. We will explore the rise of nationalism in the Middle East more generally including its secular, Marxist, and Islamist roots; and will read some classical and contemporary Zionist debates on bi-nationalism, militarism, territorial compromise, and the more contemporary discussion in Israel and Palestine in the media and in the academy. This is not a political science course—meaning we will not debate policy, legislation, and predictions for the future. Rather, we will examine the underlying theological and cultural roots of the political crisis founded on the relationship between territory and national identity.

E103 *A Question of Love* (3 cr.) (Fall) (A&H) Mickel In this topics course, we shall explore our understanding of the various emotions and relationships we cover by the word love. As a basis for understanding the different aspects of love in human relationships as represented in western tradition, we shall read and analyze an anthology of fundamental passages from several classical and medieval works, ranging from Plato and the Bible to Ovid and the *Romance of the Rose*. We shall use our discussion of these texts to analyze the representations of love in two medieval romances, Chretien's *Erec and Enide* and Gottfried's *Tristan*, one seventeenth- and one eighteenth-century French novel, *The Princess of Cleves* and *Dangerous Liaisons*, and an English novel by Jane Austen, *Sense and Sensibility*.

E103 *Sacred Places* (3 cr.) (Fall) (A&H) Gruber In most parts of the world, religious activity is linked to specific places which have ritual,

mythical, or historical significance. These “sacred spaces” become the focus of ritual activity, pilgrimage, and symbolism, and are usually endowed with buildings and art that celebrate the sanctity of the place, create a sense of awe, and accommodate the activities and people who travel to visit them. This course offers an introduction to a representative sample of significant sacred sites and shrines throughout the world. These holy places will be examined in terms of the festivals and religions with which they are associated: Egyptian, Greek, and Mesoamerican religions, Judaism, Christianity, Islam, Buddhism, Hinduism, and Shinto.

We will look at why the selected sites became holy to certain peoples or civilizations, how the sites and structures convey a sense of transcendence and awe, how the structures were planned to accommodate assembled groups of persons and the attendant festivals and rituals, the nature of the processions of the faithful to them, the symbolic meaning of these sites, and whether their functions and significance have survived to the present day unaltered or in a reconfigured form. Course requirements include five short (1–2 page) papers, a midterm, a final exam, and a final written project.

COLL-E 104 TOPICS IN SOCIAL AND HISTORICAL STUDIES

Descriptions:

E104 Brains and Minds, Robots, and Computers (3 cr.) (Fall) (S&H) Hullinger This course introduces topics in the Cognitive Sciences. As a survey course, it touches on all aspects of this interdisciplinary and rapidly evolving field. The course addresses topics such as the mind and brain, artificial intelligence, embodied cognition, cyborgs, robotics, social interactions and complex systems, the wisdom of crowds, social foraging, and the representation of knowledge. Special units may involve topics such as Mindstorms, Robotics, and video games in society. This course is not an explicit prerequisite for 200- and 300-level Cognitive Science courses, but serves as an introduction to the field and is recommended for students who are considering a Cognitive Science major or minor.

E104 Genetics, Eugenics, and Biotechnology (3 cr.) (Fall) (S&H) Gliboff This course is a history of the science of genetics, of scientists’ visions for improving the human condition, and of the interplay between the two. It will show how developments in the laboratory not only helped to inspire the humanistic visions but also drew inspiration from them. Topics will include the life and work of Gregor Mendel, early Mendelism, ideas and policies for eugenics and racial hygiene, the rise of molecular genetics and biotechnology, and its real and promised applications.

E104 Global Consumer Culture (3 cr.) (Fall) (S&H) Wilk Is the planet going to become one big shopping mall, full of people who listen to the same music and watch the same movies? Or is the world entering a period of tribalism and fundamentalism, as nations break apart and everyone scrambles for their own piece of territory? Scholars simply don’t agree. One thing is clear: consumer culture—lives built around

the media, celebrities, mass-produced goods, and shopping malls—is spreading everywhere. Can the earth sustain seven billion consumers, their cars, refrigerators, and appetites? Many ecologists don’t think so. Does the spread of consumer culture mean the end of cultural, religious, and linguistic diversity, of families and communities? Would anyone want to live in a world where Indianapolis, Tokyo, Bombay, and Paris looked, sounded, and tasted the same? This course will examine the evidence for the spread of global consumer culture, looking at the ways that people around the world have learned to be consumers. We will ask the tough questions about the future, about the environmental impacts of consumption, and the way our own cups of coffee and running shoes tie us together with a whole globe of other producers and consumers.

E104 Islam, Oil, and Geopolitics (3 cr.) (Fall) (S&H) Bovingdon The sudden collapse of the Soviet Union in 1991 focused new attention on the resource-rich and multi-ethnic states of Central Asia. The September 11 attacks made clear that political Islam and state collapse were regional problems with global implications. This course will introduce students to the history and modern politics of “greater Central Asia,” focusing on the Turco-Iranian countries stretching from Azerbaijan to Kazakhstan but including Afghanistan, Pakistan, and northwest China’s Turkic and Islamic Xinjiang region as well. The course opens with the Russian conquest and the Anglo-Russian “Great Game,” then focuses on individual countries with guest lectures by regional experts. The course will examine trans-border or regional issues (post-socialist economic transition, disputes over energy, water, etc.), and close with global currents such as Islamism and the post-Cold War rivalries among Russia, China, and the United States.

E104 The Mad and the Bad (3 cr.) (Fall) (S&H) Dwyer What are the problems of those with long-term mental illnesses? What happens when they get caught up in the criminal justice system? This course draws on materials from psychology, sociology, law, and criminal justice to answer these questions. It focuses first on the experience, diagnosis, and treatment of serious illnesses such as schizophrenia and then at how the criminal justice system responds to them. We pay special attention to how people move (and are moved) back and forth between jails and hospitals, prisons and psychiatric units, the community and social control institutions. Typically, students read several first-hand accounts of mental illness, written by patients and those who care for them. We also read articles about the criminal justice system and the mentally ill, focusing on issues such as the insanity defense, police handling of the mentally ill, serial killers, and violent sexual offender legislation. Assignments include a short paper and two or three examinations.

COLL-E 104 Religion and Revolutions (3 cr.) (Fall) (S&H) Cipa This course raises the central questions concerning the struggle between the received dogma of religion, and freedom of thought and conscience, by

focusing on issues such as: views of the 18th century on Man, religion, and reason; efforts of 19th century thinkers such as Marx, Comte, Durkheim, Weber to change society in a more “rational” direction; role of the French Revolution in bringing down the traditional underpinnings of European society; Russian Revolution and the development of the Marxist position on religion; the Turkish secularist revolution and the destruction of the Ottoman Empire; India and Sri Lanka: Hinduism and Buddhism; Iranian Civilization and Iranian Revolution; Huntington’s concept of the “Clash of Civilizations.” Among the questions we will be dealing with are: Is it possible to have a “secular” world? Is it still possible to have a unified “religious” vision? What is the relationship of “religion” to a “secular” state or to a “secular” public? How can religious traditions relate to each other, in a constructive and creative fashion, without descending into violence, at a time when they are obliged to come into closer and more intimate relations with each other than ever before? You are also required to write a research paper (10-12 pages) on a topic of interest in the course, concentrating on subjects or regions of your choice.

E104 Rise and Fall of Civilization (3 cr.) (Fall) (S&H) King About 10,000 years ago, human societies in several areas of the world and on separate continents began to undergo a series of major transformations. In each case, small groups of hunters and gatherers settled into the world’s first farming villages. From these villages arose bigger towns, and eventually large and complex urban civilizations. How and why did these changes take place? What can the similarities and differences in each case tell us about the process of culture change? What do cycles of rise, expansion, and collapse say about the inevitability or likelihood of such changes occurring in human societies? How do we define civilization and the state? What do we learn and what do we miss by focusing on large-scale cultural transformations? We will address these questions through an introductory survey of ancient civilizations in five regions: the Near East, Egypt, and South Asia in the Old World, and Mesoamerica and South America in the New World. We will focus on the Sumerian, Egyptian, Indus, Maya, Aztec, and Inca civilizations. Lectures, readings, and discussions describe and compare these civilizations, and consider the ways in which the environment, technology, trade, warfare, religious beliefs, and other phenomena shaped their growth and decline. This course will introduce students to the ways in which major issues in archaeology are investigated and debated. By examining competing points of view, students will learn about the challenges of creating arguments based on archaeological data and will learn how to differentiate between fact and inference. In written assignments, quizzes, and discussion sections, students will be asked to develop their own interpretations and present arguments and data to support them. There will be two lectures and one discussion section per week. Course grades will be determined by attendance, participation, a combination of writing assignments and quizzes, and two exams (a mid-

term and a final).

E104 What Makes it Jewish? (3 cr.) (Fall) (S&H) Cohen This course is designed to introduce students to the study of culture as social practice, framed within the context of Jewish life. Ideas about how people perceive and respond to history will serve as an important part of our discussion; our focus, however, will be on how societies bring these ideas of history and “tradition” together within contemporary activities and on debates surrounding Judaism in order to lead meaningful lives.

COLL-E 105 TOPICS IN NATURAL AND MATHEMATICAL SCIENCE

Descriptions:

E105 The Biology of Food (3 cr.) (Fall) (N&M) Bonner The most intimate relationship people have with other organisms is to eat them. We kill animals, plants, and microbes, put them into our mouths, break them down into components, and then build them into our own bodies. We literally are what we eat. However, so few of us raise our own food that even these close relationships are invisible. For example, what do you know about the life of a chicken, a cow, or an orange tree? Where do they live, what processes regulate their lives, and how does their use as human food affect them and us? The knowledge of how eating, a daily act, connects you with other organisms will give you the information necessary to appreciate and control these interactions in a more meaningful way. By studying how organisms we use as food evolve, grow, reproduce, and interact, we will study many basic principles of biology. Among the foods we will study are milk, eggs, meat, vegetables, fruits, fermented products, and chocolate. *On Food and Cooking: The Science and Lore of the Kitchen*, by Harold McGee, provides background reading, supplemented with handouts. Students will write a paper on a topic of their choice, participate in class discussions about current food controversies, and analyze their own diets. There will also be three exams.

E105 Physics for Poets (3 cr.) (Fall) (N&M) Carini This course explores some of the biggest ideas in physics with an emphasis on their historical development, experimental verification, and impact on society as a whole. During this course we will follow the progression of our understanding of space and time from Aristotle to Einstein.

E105 Read My Lips (3 cr.) (Fall) (N&M) Lentz Have you ever noticed that, in difficult listening conditions, you can often better understand the person talking to you if you can see the talker? This is a common occurrence and is typically referred to as lipreading or speechreading. Speechreading benefits all sighted people, including those with good hearing and those with profound hearing losses, because of the relationship between lip movements and the speech signals received by our ears. To develop this skill, people possess a neural system capable of combining information received by the ears and the eyes. This course will review the effects of visual information on auditory sensation

with special emphasis on the particular aspects of sound and visual images that are useful for communication. The impact of deafness and blindness on the typical or normal neural representations of sound and visual images in the brain will also be discussed. The course will also include presentations on the nature of the benefits of speech reading for the deaf and hard of hearing.

E105 The Scientific Revolution (3 cr.) (Fall) (N&M) Bertoloni Meli The course describes key episodes in the transformation of knowledge about nature in the Renaissance and 17th century. The course focuses on methods of inquiry (mathematics, anatomy, and the role of scientific experiment) as well as on major figures.

DEPARTMENTAL COURSES THAT FULFILL THE TOPICS REQUIREMENT (OPEN TO ALL STUDENTS): FALL

AAAD-A 150 Survey of the Culture of Black Americans (3 cr.) (A&H) Horton-Stellings

FOLK-F 205 Folklore in Video and Film (3 cr.) (A&H) Johnson

GEOL-G 121 Meteorites and Planets (3 cr.) (N&M) Basu

GEOL-G 141 Earthquakes and Volcanoes (3 cr.) (N&M) Hamburger

PHIL-P 135 Introduction to Existentialism (3 cr.) (A&H) Spade

PHYS-P 120 Energy and Technology (3 cr.) (N&M)

PHYS-P 150 How Things Work (3 cr.) (N&M)

REL-B 210 Introduction to Buddhism (3 cr.) (A&H) Nance

FRESHMAN SEMINARS (FULFILL TOPICS REQUIREMENT BUT FOR FRESHMEN ONLY): FALL

GLLC-G 210 The Vampire in European and American Culture (3 cr.) (A&H) Holdeman

HUTTON HONORS COLLEGE TOPICS-QUALIFIED COURSES: FALL

The following two topics courses have discussion sections reserved for HHC students.

COLL-E 103 King Arthur of Britain—The Once and Future Hero (3 cr.) (A&H) McGerr

COLL-E 104 Language and Thought (3 cr.) (S&H) Franks

The following courses are open only to HHC students. **HON-E 203, E 204, E 205 Interdepartmental Colloquia.**

HON-H 203 Bibles, Bodies, and Religious Reform (3 cr.) (A&H) Furey

HON-H 203 Generational Stories (3 cr.) (A&H) Hedin

HON-H 203 Monks, Nuns, and Medieval Art (3 cr.) (A&H) Reilly

HON-H 203 The Pen and the Sword: Literature and Power in Early Modern Europe (3 cr.) (A&H) Scalabrini

HON-H 203 Reading and Writing Short Fiction

(3 cr.) (A&H) Gubar

HON-H 203 Twenty-First Century American Fiction (3 cr.) (A&H) Evans

HON-H 203 The Vampire in European and American Culture (3 cr.) (A&H) Holdeman

HON-H 204 An Interdisciplinary History of Empathy (3 cr.) (S&H) Lieber

HON-H 204 Our “Original” Culture Wars (3 cr.) (S&H) Conrad

HON-H 204 Transwar Japan 1930–1980 (S&H) Lieber

HON-H 205 Food for Thought: The Cognitive Science of Eating (3 cr.) (N&M) Todd

HON-H 205 Origin and History of the Universe (open to freshmen Wells Scholars only) (3 cr.) (N&M) Londergan

HON-H 205 Quick and Dirty Mental Ops: The Price of Adaptive Cognition (3 cr.) (N&M) Savion

HON-H 205 Theory of Earth and Sustainability (3 cr.) (N&M) Basu

HON-H 211 Ideas and Experience I (3 cr.) (A&H) Cecil, Evans

HON-H 212 Ideas and Experience II (3 cr.) (S&H) Gubar, Karaagac

SPRING TERM OPTIONS 2009

College of Arts and Sciences Topics courses are also offered in the spring.

Please check with your advisor or check the listings on the Web (www.indiana.edu/~deanfac/class.html) for course descriptions. For more information about College of Arts and Sciences Topics courses, please visit the Topics website: www.indiana.edu/~bulletin/iub/coas/special.html#topic.

Collins Living-Learning Center (CLLC)

Many unique academic opportunities are featured at the CLLC, and participation in them is part of the center’s community life. Collins offers seminars handpicked by a committee of students. The student-taught Q 199 Residential Learning workshop is mandatory for all freshmen entering Collins. In addition, all freshmen and sophomores are required to take a Collins seminar each year; juniors and seniors are encouraged to enroll in one Collins course a year. These courses encourage critical thinking, creative activity, and community building and are open to most IU students. Most Collins courses fulfill College of Arts and Sciences distribution requirements. See the Collins Website (www.indiana.edu/~llc) for more information.

Q 199 Residential Learning Workshop (1 cr.) (Fall, Spring) Peer Instructors Challenges you to engage the core values of the Collins community: academics, diversity, community, empowerment, and sustainable living, through readings, discussion, and activities.

An experienced peer instructor, who is also a Collins resident, facilitates the class. It helps you integrate into the Collins, IU, and Bloomington communities. You'll learn how to take advantage of the resources of a living-learning center situated in a major research university through a range of hands-on experiences, including a community project of your own.

L 100 Astronomical Knowledge: From the Nebra Sky Disk to the Copernican system (2 cr.) (Fall) (First eight weeks) Büttner

The course aims to provide an introductory outline of the history of astronomy from the earliest astronomical observations to the firm establishment of the Copernican heliocentric worldview in the course of the 16th and 17th centuries. Besides familiarity with some of the major events in the history of astronomy, students should gain a better understanding of what they actually see when looking at the night sky and, optimally, after completing the course, not only be aware that many ancient civilizations used sundials, but be able to build a primitive one themselves. This course is taught by visiting scholar-in-residence Jochen Büttner, from the Max Planck Institute in Berlin, brought to IU through Collins in collaboration with the Department of History and Philosophy of Science.

L 100 Edible Wild Plants (1 cr.) (Fall, Spring) (Non-standard weeks) Bertuccio

We will be spending time in the outdoors observing, learning, drawing, and collecting edible wild plants. Each session will be in a different location: woods, fields, wetlands, lawns, etc. We will have the opportunity to see where these plants are growing, what their needs are, and to collect and use them in recipes. Each session will result in a recipe booklet with its own artwork and recipes, tested and tasted by the group.

L 200 "Play"gicism as Inspiration: Creating New Works From Old (3 cr.) (Fall) Eaton This creative writing course will examine the different ways in which already-created literature can jumpstart the creative process. We will read, analyze, and discuss the work of writers who have worked with other texts to compose their own, as well as examining the works that inspired them. We'll perform a series of exercises that probe the nature of plagiarism, both in its traditional definition of literary theft, and in the definition of imitation and inspiration put forth by this course. You will create stories, poems, or prose pieces that are inspired by provided work and pieces you bring in.

L 210 Collins Colloquium (3 cr.) (Fall) (A&H) Landry *Topic: A Not So Foreign Affair: Entertainment, Propaganda, and Rivalry from Hitler to Hollywood*

From military propaganda to romantic comedy, to hate propaganda and political parody, this course aims to explore the multifaceted ways in which different film genres have been utilized to serve political and social ideologies on a national scale. The focus will be on films produced during the WWII period, on the one hand, under the Nazi regime and, on the other hand, in Hollywood. This transatlantic framework will provide a rich scope for comparing and contrasting how cinema can

function both implicitly and explicitly as a mode of propaganda. Not only will students engage with the provocative world of German and American cinema of the period, but they will also have the opportunity to think critically about the complexities of film as a unique artistic and mass medium and thereby begin to acquire essential film analysis skills.

L 210 Collins Colloquium (3 cr.) (Fall) (A&H) Clüver *Topic: Art and Community*

This course will explore the relationship between art, community, and service. We will examine artists who take community into consideration in their art making, discuss theories on public art and its impact on communities, examine educational approaches that focus on the nature of the teacher-pupil relationship, and practice art making techniques applicable for working with children. For the service component of the course we will mentor children in K-8 classes at The Project School in Bloomington. The goal is to hone the children's visual and literacy skills through art projects, and for IU students to gain experience working with children through this particular school's philosophy of involving the arts in the overall educational process.

L 210 Collins Colloquium (3 cr.) (Fall) (A&H) Peters-Golden *Topic: The Graphic Novel: Redrawing Boundaries and Rewriting Conventions*

Graphic novels wed art, literature, and popular culture in a way that forces many critics to rethink the idea that they are less complex, less culturally relevant, and of less value than "real" literature. This course takes the graphic novel as its object of study: we will examine the history from which it develops, its formal construction, its themes, and its concerns. The class also uses graphic novels as a way to ask questions about the ways literature and art can represent, affect, and explain the histories and cultures that produce them. We will work through many themes that are essential to graphic novels (alienation, gender, sexualities, race, class, violence, history, high/low culture) and conclude with a study of the recent upswell in filmic adaptations of graphic novels. Assignments will vary from informal responses to historical research, and from analytical writing to creative projects.

L 210 Collins Colloquium (3 cr.) (Fall) (A&H) Robson *Topic: Singing and Dancing America: American Society, Culture, and Politics through Stage and Screen Musicals*

The American musical comedy has endured for well over a century, adapting to meet the shifting needs and tastes of the American public. As such, the musical affords us an opportunity to examine these shifting audience perspectives. How have musicals, both on stage and on screen, challenged societal assumptions and prejudices over their lifespan? Through reading and screening musicals from both stage and screen, this course asks students to analyze these reflections of societal concerns and values. Course assignments will include weekly online responses, one research paper, one presentation, and an end-of-semester final project. Artwork is often a strong window into the beliefs of a society, yet the musical has often been derided

as too frivolous for study. This course will capitalize on the very popularity that causes scholars to dismiss the musical to show how the form reveals a great deal about American culture.

L 220 Collins Colloquium (3 cr.) (Fall) (S&H) Harrison *Topic: The Politics of Reproduction*

This course will examine the relationship between gender, birth, and power. Lectures, readings, and class discussion will consider the context in which contemporary ideologies of reproduction have emerged, and how these ideologies take shape and change through time. We will ask questions about gender, class, race, and sexuality—for example: Are pregnancy and childbirth always positive experiences for women? Historically, what means have been employed to encourage or discourage certain populations in the United States from bearing children? How do new reproductive technologies impact cultural norms of reproduction, and to what extent? How might sexuality impact one's reproductive choices? We will address these questions from an interdisciplinary perspective, drawing on feminist theory, history, literature, sociology, and queer theory. In addition, the course will engage with popular media sources such as television, advertising, and film.

L 220 Collins Colloquium (3 cr.) (Fall) (S&H) Kerchner *Topic: Video Killed the Radio Star: Music Television and the 1980s*

This course uses anthropology and folklore to explore music videos as cultural texts which offer insight into how such formal constructs are produced and consumed, as well as the role of gender, drugs and alcohol, national events, politics, globalization of popular culture, and economics have on their formation and their impact in society. Upon completion of the course, students will have acquired the conceptual and methodological tools for conducting ethnographic analyses of visual materials as information-dense artifacts that can be explored and understood through social science. The majority of videos will be from the 1980s. However, the last quarter of the semester will focus on those from subsequent decades so as to enable students to understand how videos as an art form have evolved.

Communication and Culture (CMCL)

C 121 Public Speaking (3 cr.) (Fall, Spring, Summer) A contemporary course in the ancient and practical art of rhetoric founded on the premise that rhetorical action (including the focus of our course, public speaking) is public action. The course is designed to help you recognize situations in which your rhetorical action can contribute to the well-being of a community. C 121 provides you with the tools (both of speech composition and delivery) you need to responsibly prepare a variety of effective presentations. Each assignment and speech is an opportunity to engage a rhetorical situation in order to 1) create an audience out of a collection

of individuals; and 2) invite that audience to understand something in a particular way or motivate its members to help resolve some problem about which you think they should be concerned.

C 122 Interpersonal Communication (3 cr.) (Fall, Spring, Summer) (S&H) This course is an introduction to interpersonal communication, examined from the intersecting perspectives of performance, power, and identity. Performance highlights our central concern with the practice of interpersonal communication in the conduct of social life, through which the most resonant symbols and beliefs of a society are embodied, enacted, and placed on display. You and your classmates will be asked to become ethnographers of interpersonal everyday conversation. You will observe and analyze interpersonal interactions in your own lives in the light of an array of communication concepts and theories. In the end, we will encourage you not only to analyze others' communication, but also to use the theoretical principles you learn to become more aware of how your interpersonal interactions with others are connected to broader questions of power and social identity.

C 190 Introduction to Media (3 cr.) (Fall, Spring, Summer) (A&H) References to the power and prevalence of "the media" are commonplace. But what are "the media"? How do they work and for whom? As media increasingly pervade the fabric of daily life, and as fewer and fewer entities dominate media ownership, the urgency of asking and answering these questions only grows in importance.

This course will introduce you to the basic vocabularies of visual and media literacy and hone your skills at critically analyzing media texts, institutions, apparatuses, and audiences. We will focus on four specific (and prevalent) media genres—film, radio, television, and the Internet—and our goal will be to explore the relationships between and among form, content, ownership, and meaning with respect to each.

C 201 Race and the Media (3 cr.) (Fall, Spring) (S&H) Explores the ways in which U.S. ideologies in particular historical periods have influenced the production, representations, and audiences' interpretations of media artifacts. Topics might focus on specific or various ethnic groups (e.g., African Americans, Native Americans, Asian Americans, Latinos, "Whites") and mainstream and/or alternative media. Screenings may be required.

C 202 Media in the Global Context (3 cr.) (Fall, Spring) (S&H) Surveys media industries, products, and publics outside the United States context (e.g., Asia, Africa, Europe, Latin America). Analyzes regional media in relation to local/global historical, economic, and social processes.

C 203 Gender, Sexuality, and the Media (3 cr.) (Spring) (S&H)

C 204 Topics in Media Culture and Society (3cr.) (Fall) (S&H) *Topics: Performances of Human/Nature Defining Relationships with the Environment; Sports Media.* C 204 courses explore the relationship between communication

media and a range of social institutions, practices, and beliefs. Course may focus on a particular medium and/or period.

C 205 Introduction to Communication and Culture (3 cr.) (Fall, Spring, Summer) (A&H) This course will introduce you to the unique perspective on the study of communication provided by the combined interests and talents of the faculty in this department. This course also will prepare you for the work that will be expected in higher-level courses in the department in the areas of rhetoric and public culture, performance and ethnography, and film and media. Most important, this course encourages you to see that our social world, and the truths through which we define it, cannot exist outside of communication. In other words, it is through film, speech, and performance that we construct our world and ourselves. Understanding this perspective on communication enables students to become more productive participants in contemporary public culture.

C 208 Image Cultures (3 cr.) (Fall) (A&H) Offers an interdisciplinary and historical context for understanding contemporary western "image culture" by addressing the notion of the "image" in a wide range of its theoretical, critical, and practical contexts, uses, and history. Examines the claim that our culture is more imagistic than others historically, asking how the roles of images have changed over time in relation to other modes of signification.

C 222 Democratic Deliberation (3 cr.) (Fall, Spring) (A&H) This course considers the challenge of participatory public discussion and decision making in our democracy. As such, this course is premised on the idea that individuals and groups are always bound up in public institutions and vocabularies that both constrain action and provide possibilities for action.

C 228 Argumentation and Public Advocacy (3 cr.) (Fall, Spring) (A&H) Practical introduction to the use of reasoning and evidence in argumentation. Develops skills that are useful in becoming a productive citizen and that are essential for achieving success in upper-division courses across the university.

C 229 Ways of Speaking (3 cr.) (Spring) (S&H)

C 290 Hollywood I (3 cr.) (Fall) (S&H) **Anderson** This is an introductory survey course suitable for both majors and Non-majors. The class is appropriate for anyone who has an interest in the movies and modern history. The course offers a historical survey of the American motion picture and entertainment industry from its beginnings to 1948. It shows how Hollywood evolved as both an art form and a business. Students are expected to attend lectures and screenings of about 15 representative films, including the work of such major directors as D. W. Griffith, Alfred Hitchcock, and Billy Wilder.

C 292 Hollywood II (3 cr.) (Spring) (S&H) See the Web for description: www.indiana.edu/~deanfac/class.html.

Comparative Literature (CMLT)

C 145-C 146 Major Characters in Literature (Fall) and Major Themes in Literature (Spring) (3 cr.) (A&H) This course helps students with any major develop their skills in reading and interpreting literary texts and in articulating their responses through written assignments and class discussion format. Students usually complete five short writing projects based on the texts discussed, for a total of 20-25 pages. C 145 and C 146 each fulfill half of the English composition requirement when the student also registers for the one credit hour of ENG-W 143. There are no additional class meetings or assignments in addition to those of C 145 and C 146.

C 145 Major Characters in Literature (3 cr.) (Fall) (A&H) *Topic for Fall 2010: Crazy Couples.* Meet some of the oddest couples in world literature this semester: lovers, rivals, conspirators, BFFs, as their adventures test the bonds of their relationships. All sections will read Euripides' *Alcestis* and Shakespeare's *Two Gentlemen of Verona*: a husband and wife team tries to outwit the Grim Reaper, while Shakespeare's first romantic comedy presents us with star-crossed lovers so strange that theaters refused to show the entire last act for a hundred years. Each section will read additional works unique to that section that may include short stories, poetry, and novels. Individual sections may also include television, art, music, and film. This course focuses on developing skills in critical thinking, clear communication, and persuasive composition. The workload includes three essays, mid-term and final exams, as well as shorter writing assignments.

C 146 Major Themes in Literature (3 cr.) (Spring) (A&H) *Topic for Spring 2011: Lost and Found.* See the Web for description: www.indiana.edu/~deanfac/class.html.

C 147 Images of the Self—East and West (3 cr.) (Fall) (A&H) Such considerations as the individual in society, the outcast as hero, and the artistic sensibility examined in selected works of occidental and oriental literature from ancient to modern times.

C 151 Introduction to Popular Culture (3 cr.) (Fall, Spring) (A&H) Explores the scope and methodologies for the serious study of entertainment for mass consumption, including popular theatre and vaudeville, bestsellers, mass circulation magazines, popular music, CDs, and popular aspects of radio, film, and television. Provides the basic background to other popular culture courses in comparative literature. Individual sections focus on specific themes. See the Web for description: www.indiana.edu/~deanfac/class.html.

C 155 Culture and the Modern Experience: An Interdisciplinary and International Approach (3 cr.) (Fall, Spring) (A&H) This course, which is interdisciplinary in method and international in scope, introduces students to an inclusive study of major cultural parallels, contrasts, and developments across the arts and beyond

national and continental divides. Syllabi and selections of course materials will reflect the specialty of individual instructors.

C 216 Science Fiction, Fantasy, and the Western Tradition (3 cr.) (Spring) (A&H)

C 217 Detective, Mystery, and Horror Literature (3 cr.) (Fall) (A&H) Origins, evolution, conventions, criticism, and theory of the detective and mystery story; history of the Gothic novel; later development of the tale of terror; major works of this type in fiction, drama, and film.

C 251 Lyrics and Popular Song (3 cr.) (Fall) (A&H) Survey of popular songs of Europe and the Americas, including modern ballads, cabaret songs, Spanish flamencos, Mexican rancheras, Argentine tangos, country western, and rock lyrics. Discussion of literary qualities of lyrics in context of musical setting and performance and independently as literature.

C 252 Literary and Television Genres (3 cr.) (Spring) (A&H)

C 255 Modern Literature and Other Arts: An Introduction (3 cr.) (Fall, Spring) (A&H) *Intensive Writing in fall.* How do a writer, a painter, and a composer represent a landscape, or silence? Is an advertisement a work of art? What do a romantic painting, poem, and symphony have in common? Can one translate a painting into a poem? How does one compare works of art created in different media, and why do we do it? What do we listen for in music or look for in a painting or a short story? These are the kinds of questions discussed in C 255, which deals with interrelations between literature, painting, and music during the past 200 years. Among the works studied are compositions by Mozart, Berlioz, Stravinsky, and John Cage; poems or stories by Coleridge, Flaubert, Joyce, Gertrude Stein, and Anne Sexton; and paintings by Delacroix, Courbet, Monet, Van Gogh, Kandinsky, and Mondrian.

C 262 Cross Cultural Encounters (3 cr.) (Fall) (A&H) Johnson Encounters between different cultures explored in the literature, art, film, and music resulting from various forms of cultural contact (travel, colonization, religious diffusion, print, and electronic technologies). Topics include transformation of cultural institutions, processes of cross-cultural representation, globalization of the arts and culture, and development of intercultural forms. Historical and regional focus may vary.

C 291 Studies in Non-Western Film (3 cr.) (Fall) (A&H) Adesokan Emphasis on non-Western film in relation to literary and cultural texts. Films may be studied as adaptations of literary works, as reworkings of generic or ideological traditions, and in their engagement with the aesthetics of non-Western theater and Hollywood. Focus on one regional tradition (African, Asian, Middle Eastern) each time the course is offered.

Computer Science (CSCI)

For additional course information, visit the department's website: www.cs.indiana.edu

A 110 Introduction to Computers and Computing (3 cr.) (Fall, Spring, Summer) (Non-majors) (N&M) This course is centered on problem-solving techniques in computer environments. It teaches general problem-solving principles by applying them within particular software applications, such as word processing, Web browsing, and spreadsheets. The class is intended for students with little or no practical computing experience. The major objective is to acquire not only the skills of handling today's software tools, but also to gain the ability to learn new software applications as they emerge. In addition to providing instruction for each of the software applications, the lectures will examine how the computer and its various components operate and introduce some of the social and cultural implications of widespread computer use. Credit given for only one of CSCI-A 106, A 110, A 111.

A 201 Introduction to Programming I (4 cr.) (Fall, Spring, Summer) (Non-majors) (N&M) *P: Two years of high school algebra or MATH-M 014.* Intended for students of all backgrounds and majors (except computer science) who desire an introduction to computer programming. No previous programming experience is expected. In addition to preparing students to write simple programs, this course provides an appreciation of what is "under the hoods" of computer systems and presents general approaches to data representation and processing. Topics include common data types, conditional evaluation, looping, functional decomposition of programs, and simple data input and output. Good programming style and effective design and debugging techniques are emphasized. Laboratory exercises and assignments develop programming skill with problems illustrative of computing in business, science, and entertainment.

A 202 Introduction to Programming II (4 cr.) (Fall, Spring, Summer) (Non-majors) (N&M) *P: A 201, A 304, Computer Science Advanced Placement Exam, or consent of instructor.* If a student subsequently chooses to major or minor in computer science, A 201 and A 202 may be used in place of C 212 in satisfaction of a computer science core course requirement.

C 211 Introduction to Computer Science (4 cr.) (Fall, Spring, Summer) (Majors) (N&M) *P: High school precalculus math.* A first course in computer science for those intending to take advanced computer science courses. Introduction to the design, programming, and analysis of algorithms.

C 212 Introduction to Software Systems (4 cr.) (Fall, Spring) (Majors) (N&M) *P: C 211 or H 211.* Design of computer software systems and an introduction to programming in the UNIX environment, including the Java programming language, shell tools, system calls, and interprocess communications.

C 241 Discrete Structures for Computer Science (3 cr.) (Fall, Spring) (N&M) *P: C 211 or H 211. R: Math-M 211.* Introduction to critical thinking and basic problem solving techniques in the mathematical foundations of Computer Science. Topics include: logic, algorithmic complexity, induction, set theory, and combinatorics.

H 211 Introduction to Computer Science, Honors (4 cr.) (Fall) (N&M) *P: High school precalculus math.* This course provides an expanded and enriched treatment of the material in C 211. Credit given for only one of H 211, C 211.

H 241 Discrete Structure for Computer Science, Honors (3 cr.) (Fall) (N&M) *P: H 211 or C 211.* Credit given for only one of H 241 or C 241

Criminal Justice (CJUS)

P 100 Introduction to Criminal Justice (3 cr.) (Fall, Spring, Summer) (S&H) This course provides an overview of the modern criminal justice system. Each major decision point in the justice system will be scrutinized—from detection and apprehension by the police through pretrial procedures, adjudication, and sentencing by the courts to the use of imprisonment and community correctional programs such as probation. The course will concentrate on the functions of criminal justice officials. We also will examine such issues as decriminalization, gun control, police brutality, search and seizure, right to counsel, bail reform, plea bargaining, prison riots, inmate rights, and the use of the death penalty.

P 200 Theories of Crime and Deviance (3 cr.) (Fall, Spring, Summer) (S&H) This course serves as an introduction to theories of crime and its control. Issues relating to the definition and measurement of crime will be explored, followed by an examination of the biological, psychological, and sociological theories offered to explain criminality. The course will conclude with a discussion of the criminal justice policy implications that are derived from the various theories of criminality.

P 202 Alternative Social Control Systems (3 cr.) (Fall, Spring, Summer) (S&H) Law is the fundamental fabric that holds our society together, while behavioral and social science allow us to study and understand human behavior. This course introduces students to the structure of American law, including its three branches of government: the Legislative, Executive, and Judicial. It unpacks law, legal systems, and legal processes; how they interact to create our systems of social control; and how behavioral and social science can be and are being used to understand human behavior within the fabric of law. Through discussion of original readings, this course allows students to appreciate why law and its alternative systems of social control are so important for non-lawyers to continuously scrutinize.

P 290 The Nature of Inquiry (3 cr.) (Fall, Spring) (S&H) (Majors) This course has two basic goals: 1) to provide a systematic framework

for increasing knowledge and understanding of criminal justice issues; and 2) to teach basic research methods in the social sciences so that students will learn to read critically and to analyze research reports, journal articles, and other relevant publications. Because P 290 introduces students to basic issues and techniques in research, and because it is a prerequisite for 400-level courses in criminal justice, we recommend that this course be taken as early as possible in a major's program.

Croatian (SLAV)

See "Foreign Languages."

Czech (SLAV)

See "Foreign Languages."

Dutch (GER)

See also "Foreign Languages."

E 341 Dutch Culture: The Modern Netherlands (3 cr.) (Fall) (Second eight weeks) (S&H)

Ham Topic: WW II Dutch Film and Literature.

See Web for description: www.indiana.edu/~deanfac/class.html.

East Asian Languages and Cultures (EALC)

E 100 East Asia: An Introduction (3 cr.) (Fall) (A&H) Robinson East Asia: traditional, crowded, poor, authoritarian, dirty, and rural. These adjectives are still used by some to describe China, Japan, and Korea, but more often we now hear others: modern, (almost) democratic, dynamic, high-tech, and urban. To what extent did East Asia formerly fit the first group of adjectives and to what extent does it now fit the latter? This course provides a broad overview of East Asia from its earliest recorded history up to the early twenty-first century. Areas covered include these countries' social structures, arts, economies, and politics. In addition to looking at their internal developments, we consider the effect that East Asia and the rest of the world have had on each other. Readings are from a textbook, literature, and the popular media. Assignments include short papers, hour exams, and a final. The course is designed for students with little to no background or knowledge of East Asia. Others are urged to begin with a 200-level survey course in their area of interest.

E 110 Popular Culture in East Asia (3 cr.) (Spring) (A&H) Robinson

E 200 Introduction to East Asian Studies (3 cr.) (Spring) Eno

E 231 Japan: The Living Tradition (3 cr.) (Spring) (A&H) Rubinger

E 232 China: The Enduring Heritage (3 cr.) (Spring) (A&H) Eno

E 252 Modern East Asian Civilization (3 cr.) (Fall) (S&H) Frick This course will introduce students to important cultural and social themes relevant for understanding the history and present of modern and contemporary East Asia. The course is focused on China (including Taiwan), Japan, and Korea. One of the central questions is how these countries have coped with western imperialism, the quest for modernity, and the increasing trend of "internationalization." What is their response and how do they define themselves in a global setting? How do they perceive their own identity? The course is based on the assumption that the diverse interactions among the East Asian countries in the past and in modern times resulted in social and cultural commonalities as well as differences among China, Japan, and Korea. Similarities and discrepancies shall be examined and analyzed in class through key topics such as family and social structure, women, education, as well as culture. These main topics will be embedded in historical narratives of important events that occurred from the nineteenth century until recently. The lectures will integrate different materials such as paintings, political cartoons, literature, and films, as well as documents.

Economics (ECON)

E 201 Introduction to Microeconomics (3 cr.) (Fall, Spring, Summer) (S&H); E 202 Introduction to Macroeconomics (3 cr.) (Fall, Spring) (S&H) P: E 201 is a prerequisite for E 202. Economics is one of the major social sciences and deals with the problem of how societies develop and allocate their scarce resources to satisfy competing wants and needs. E 201 investigates the behavior of the individual buyer and seller and provides insights into how markets coordinate the interaction of many diverse individuals. E 202 investigates the trends and forces affecting the economy as a whole, including growth in average income, the fraction of the labor force unable to find work, and the rate at which prices are rising.

Honors section: Authorization for S 201 and S 202 is given by the Hutton Honors College. These courses cover the same core material as E 201 and E 202.

Education (EDUC)

See also "Student Academic Center."

E 300 Elementary Education for a Pluralistic Society (3 cr.) (Fall, Spring, Summer) P: Open to sophomores. An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the United States. An historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.

E 310 Seminar on Legal Issues in Education (3 cr.) (Fall, Spring, Summer) P: Open to sophomores. Students in this course will 1)

examine issues related to legal and ethical rights and responsibilities of teachers and students; 2) discuss legal cases that have had an impact on our educational system; and 3) discuss ethical perspectives on educational dilemmas.

F 200 Examining Self as Teacher (3 cr.) (Fall, Spring) Many people come to this course with questions about their career and their life: What does it feel like to be a teacher? Is teaching for me? What do I really want to do with the rest of my life? I want to be a teacher but do I have what it takes? This course is an opportunity for you to explore the discipline and profession of teaching with the goal that, by the end of the semester, you will have a fair idea about what it means to be a teacher and whether you want to pursue teaching as a career. During the semester, you will be encouraged to examine yourself, empathize with others, challenge yourself to think, learn, act respectfully, and take responsibility for your own learning as well as the learning of others.

F 205 or H 205 Study of Education and the Practice of Teaching (3 cr.) (Fall, Spring)

R: ENG-W 131. This course provides an introduction to the nature of educational studies as an area of inquiry, provides access to a wide range of literature in education, and outlines future possibilities for those who wish to pursue teaching as a profession. The course will emphasize thoughtful, careful, and engaged forms of writing, reading, conversing, and interacting. This course highlights the importance of inquiry for educational studies generally, and for teacher education as one aspect of educational studies. In the process, F 205 locates teacher education at Indiana University within the larger discipline.

G 203 Communication in the Classroom (3 cr.)

(Fall, Spring, Summer) Prepares teachers to communicate effectively, engage students in group discussion, and create a classroom in which all members participate and care about each other's learning. Special topics include active listening, attitudes of respect and genuineness, group dynamics, conflict resolution, and parent-teacher conferences.

H 340 Education and American Culture (3 cr.) (Fall, Spring, Summer) P: Open to sophomores.

The present educational system, its social impact, and future implications viewed in historical, philosophical, and sociological perspective.

K 205 Introduction to Exceptional Children (3 cr.) (Fall, Spring) For Teaching All Learners (special education) majors. Other elementary majors must take K 305. Not recommended for first semester freshman students. This course focuses on awareness of special populations. It is also a course about law, sociology, medical technology, and ethics. Each of these fields has made possible a different world for special populations—if those in the broader society let it happen. The content of K 205 serves as an introduction to those students who are considering professions within special education. It likewise provides a survey of categories of exceptional populations for those interested in allied fields such as law, medicine,

social work, school psychology, physical therapy, therapeutic recreation, general education, and child psychology.

M 130/M 101 Introduction to Art Education with Field Experience (4 cr.) (Fall only)

Historical, sociological, and philosophical foundations of education, and the general processes and techniques of teaching as they apply to art teaching.

M 135 Self-Instruction in Art (1–3 cr.) (Fall, Spring)

A general interest course in art. Talent and past experience are not important. Students select their own topics from a range of prepared opportunities. Working independently, students submit four projects at regular intervals for each credit hour enrolled. Instructors are available four evenings a week to receive projects and give advice and feedback.

M 200 Artifacts, Museums, and Everyday Life (3 cr.) (Fall, Spring)

In a combination of museum visits and classroom exercises, students will develop museum-going skills by exploring a range of artifacts reflecting varied media, world cultures, and inquiry disciplines. Discussion, guided conversational techniques, readings, and analytical writing assignments draw on “learning from objects” literature, art history, criticism, and museum education materials.

M 300 Teaching in a Pluralistic Society (3 cr.) (Fall, Spring, Summer)

P: Open to sophomores. Introduces students to teaching as a profession. Students focus upon the “self as teacher,” learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

M 323 The Teaching of Music in the Elementary Schools (2 cr.) (Fall, Spring, Summer)

P: MUS-E 241. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

N 102 Teaching and Learning Elementary School Mathematics I (3 cr.) (Fall, Spring, Summer)

P: C or better in MATH-T 101. Helps preservice teachers develop an understanding of the mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address number theory, data and chance, and algebraic thinking.

N 103 Teaching and Learning Elementary School Mathematics II (3 cr.) (Fall, Spring, Summer)

P: C or better in MATH-T 101. Helps preservice teachers develop an understanding of mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address geometry, measurement, and algebra.

P 248 Development of the Healthy Student (3 cr.) (Fall, Spring)

(NOT recommended for

first semester freshmen.) Addresses child development in the school context. Promotes understanding of healthy physical, emotional, and social development in a school environment marked by diversity of cultural, social, and personal traits. Includes the role of the teacher in understanding and responding to child needs in this environment.

P 251/M 101 Educational Psychology for Elementary Teachers with Field Experience (4 cr.) (Fall, Spring, Summer)

The application of psychological concepts to school learning and teaching using the perspective of development from childhood through pre-adolescence. Special attention is devoted to the needs of the handicapped.

P 254/M 201 Educational Psychology for Teachers of All Grades with Field Experience (5 cr.) (Fall, Spring, Summer)

The application of psychological concepts to school learning and teaching using the perspective of development from childhood through adolescence. Special attention is devoted to the needs of the handicapped.

P 312 Learning: Theory Into Practice (3 cr.) (Fall, Spring)

P: Open to sophomores. This course is concerned with understanding the process of teaching and learning, particularly within a secondary school context. Preservice teachers will be helped to see that learning takes place as an interaction of social, emotional, developmental, and cognitive forces. Units focus on theories of learning and teaching, motivation, the learning process, and assessment. Corequisite course is P 313.

P 313 Adolescents in a Learning Community (3 cr.) (Fall, Spring)

P: Open to sophomores. Adolescent development in a school context. Understanding adolescents as people and how they function in a community of learners, with particular emphasis on their interaction with others in a school environment marked by a diversity of cultural, social, and personal traits. Includes the role of the teacher in understanding and responding to adolescent needs in this environment. For students seeking admission to a teacher education program. Corequisite course is P 312.

P 314 Life Span Development (3 cr.) (Fall, Spring)

P: Open to sophomores. P: PSY-P 101, EDUC-P 251 or equivalent. A course surveying human development from infancy through old age, emphasizing the life-span perspective on development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death.

Q 200 Introduction to Scientific Inquiry (3 cr.) (Fall, Spring, Summer)

This course is the first of a series of science courses taken by elementary education majors. It should be taken during the freshman year or the first semester of the sophomore year. The course focuses on the basic science skills used by scientists, such as observation, prediction, measurement, classification, controlling variables, and hypothesis formulation, as well as on mathematical skills needed for the sciences.

Emphasis is on performing experiments that use the same ideas and equipment found in elementary science programs, but in a more sophisticated manner. Students who have a good background in science (high school biology, chemistry, and physics) are encouraged to review their high school science and test out of the course in the test administered during the first week of fall and spring semesters.

W 200 Using Computers in Education (3 cr.) (Fall, Spring, Summer)

Taught in both Windows and Mac platforms—student chooses. Develops proficiency in computer applications and classroom software; teaches principles and specific ideas about appropriate, responsible, and ethical ways to make teaching and learning more effective. The course promotes the development of critical abilities, skills, and self-confidence for professional development.

F401 Topical Explorations in Education (3 cr.) (Fall, Spring)

Topic: Survey of Serious Games (Course is appropriate for freshmen students.)

This is the first course in a series to prepare students to understand games and simulations in general, and to take a first crack at designing a game where meaningful play will initiate learning on the part of the player. Creating virtual learning environments is the way to make a difference, be it in educational, military, or corporate contexts. Pipeline management will be addressed as it fits into the instructional design process.

R 347 Impact of Games and Simulations in IT (3 cr.) (Fall, Spring)

P: F401 or Authorization from Instructor. This is the second course in a series to prepare students to understand games and simulations in general, and to design and build a game where meaningful play will initiate learning on the part of the player. Creating virtual learning environments is the way to make a difference in the sciences, education, military, or corporate contexts. In this course you will play and analyze games, and become familiar with the professional development pipeline. Working in development teams using state-of-the-art tools, you will begin designing your own games. 3D modeling, storytelling, functionality programming, and pipeline management will be addressed as they fit into the instructional design process.

Note: The following EDUC courses are electives only:

U 205 Human Development Opportunities for College Students (1 cr.) (Fall) (Second eight weeks)

U 205 is a personal development course focused on a variety of issues related to the college student. The goal is to increase self-awareness through individual exploration and sharing with others. Topics addressed: interpersonal communication, values clarification, time management, stress management, self-esteem, and relationships and intimacy.

U 206 Orientation to College Life (2 cr.) (Fall, Spring) (Eight weeks)

Freshman or sophomore standing or consent of the instructor. Focuses on transition: advancing from high school to IU, transferring from a two- or four-year college to IU, or returning to academic life as an adult student.

U 207 Leadership Training (2cr.) (Fall, Spring) (Eight weeks) Leadership development and training. Topics may include theories of leadership, group dynamics, organizational theory, and other issues of interest to current or potential student leaders.

U 210 Survival Skills at IU (2 cr.) (Fall, Spring) (Eight weeks) Focuses on survival skills for new students. Topics may include strategies for building self-esteem, increasing assertiveness, managing time, goal setting, and other nonacademic skills that can assist novice students.

U 211 Community Development (2 cr.) (Fall) (Second eight weeks) See advisor for description.

U 212 Current Issues in Undergraduate Life (2 cr.) (Eight weeks) For information about various topics, call (812) 856-8370 or stop by EDUC 4228.

U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Meyer Topic: Leadership and Society. This course is specifically designed to challenge students on what they know about leadership through in-class exercises, discussions, and readings. Students will reflect on their leadership style, examine their role in a group, and explore their potential as a leader in society.

U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Stone Topic: Social and Cultural Leadership on Campus: Diversity. The goal of this course is to equip students with leadership skills and to develop individuals as inter-culturally competent leaders. Students will examine leadership within social institutions and across cultural, structural, and individual levels of interaction. They will also study diversity's contributions to maintenance, change, and cohesiveness of communities and society-at-large.

U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Rose Topic: Leadership and Community Service. The focus of this course is to help students develop skills, knowledge, and critical thinking as it relates to leadership within a community and service context. As part of the course (not in addition to), students are expected to complete 15 hours of service-learning at a local Community Partner organization. Participants will also examine and learn more about issues related to service and leadership, such as defining community, working with vulnerable populations, and changes in service leadership in the United States over the last century.

English (ENG)

COMPOSITION COURSES

W 131 Elementary Composition 1 (3 cr.) (Fall, Spring) Staff W 131 is a course in academic writing that attempts to integrate critical reading, thinking, and writing about phenomena and issues in our culture. Rather than practicing a set of discrete skills or often unrelated

modes of discourse, the course aims to build sequentially on students' ability to read both written and cultural texts closely and critically and analyze those texts in ways that engage and problematize students' own experience, the perspectives of "experts," and the world they live in. Students will be given six major writing assignments, including rough drafts. W131 aims to show students how the use of sources, agreement/disagreement, and personal response can be made to serve independent, purposeful, well-supported analytical writing.

W 170 Introduction to Argumentative Writing (3 cr.) (Fall, Spring) Topic: Projects in Reading and Writing This course in academic writing is an alternative to W 131 and is designed to offer more intensive writing and reading instruction around some theme or question. Its focus is on sustained inquiry (reading, writing, critical thinking) concerning a single problem or topic throughout the semester. Students learn various strategies for analysis, argument, and research that are relevant for the conduct of the inquiry in order to write and revise academic essays based on sources. Topics vary by section.

W 202 English Grammar Review (1 cr.) (Fall, Spring) (Eight Weeks) Staff Course will provide a basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. Despite the course title, no prior knowledge of grammar will be assumed or required. No authorization is required for this course. This course does not count in the English major.

W 231 Professional Writing Skills (3 cr.) (Fall, Spring) Staff P: Completion of the English composition requirement. This course is designed to help students in any field develop writing and research skills that will be useful in the professional world and any future writing project. The course concentrates on the writing of concise, informative prose and emphasizes the importance of writing with a clearly defined purpose and audience. Assignments will be based on general principles of communication but will usually take the form of writing done in the world of work: letters, memos, summaries and abstracts, reports, proposals, etc.

Students will often be able to write on subjects related to their field of study. The course requires constant, careful attention to writing and rewriting, and many classes will be conducted as workshops, with writing exercises and discussion of class members' work.

W 270 Argumentative Writing (3 cr.) (Fall, Spring) Staff P: Completion of the English composition requirement. This course offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

W 350 Advanced Expository Writing (3 cr.) (Fall, Spring) Staff P: Completion of the English composition requirement. College Intensive Writing Section. This advanced writing course

focuses on the interconnected activities of writing and reading. It engages students through a series of writing/reading assignments in the kinds of responding, analyzing, and evaluating that are part of the work in many fields in the university. Students will work closely on a variety of texts, including their own writing, in order to develop an understanding of the assumptions, choices, and techniques that compose the writing process.

CREATIVE WRITING COURSES

W 103 Introductory Creative Writing (3 cr.) (Fall, Spring) (A&H) Staff An introductory-level creative writing course in poetry and fiction designed for students who do not necessarily have experience in creative writing but possess a genuine desire to learn more about it. Through practice, assigned readings, lectures, and discussion, students will gain a better understanding of how poems and stories are made. Students will learn to read as a writer reads—not only for what a text is saying, but how a text is saying it—and apply that to the writing of original poems and stories. The class meets three times a week, once in lecture on the basic elements of poetry and fiction, and twice in discussion sections for the close study of contemporary poetry and fiction assigned in lecture and for consideration of student work. Course includes two exams, extensive in-class participation, and a final portfolio consisting of significantly revised original student work (four poems, one short story, and all drafts). Note: This course does *not* satisfy the English composition requirement.

W 203 Creative Writing (3 cr.) (Fall, Spring) P: Completion of the English composition requirement and ENG-W 103 or permission of Creative Writing Program director or pedagogy director. An advanced introductory-level course in writing poetry and/or fiction designed for students who have basic familiarity with creative writing craft and wish to further develop their skills. Through apprenticeship with a given set of tools, students learn how to read as a writer; what constitutes a "poem" and/or "story"; how to construct poems and/or stories; and how to offer and receive constructive criticism. Course work typically includes extensive reading and writing; active in-class participation in discussion, workshop, and writing practice; and a culminating course portfolio of original student work (24 pages of fiction and all drafts; or 8–10 poems and all drafts).

LITERATURE COURSES

L 111 Discovering Literature (3 cr.) (Fall) (A&H) Gutjahr Topic: Best Sellers in America, 1791–Present. This course will explore American literary culture through the lens of novels and other types of writing that have sold extraordinarily well in the United States over the past two centuries. By looking at best selling literary works beginning with Charlotte Temple (1791) and moving through J.K. Rowling's *Harry Potter* (1997), we will investigate not only why these narratives gained such popularity, but also

what relationship they have had to American politics, fine arts, gender relations, racial tensions, and religion. We will also study some of the motion picture adaptations based on these books. Aside from the reading for the course, there will be two short papers and weekly quizzes. There will be no midterm and no final examination

L 202 Literary Interpretation (3 cr.) (Fall, Spring) (A&H) Staff *College Intensive Writing section.* L 202 is required of majors but is usually not taken during the first semester of the freshman year. *P: English composition requirement or exemption.* Development of critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, this course introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. May be repeated once for credit by special arrangement with the Department of English.

L 203 Introduction to Drama (3 cr.) (Fall, Spring) (A&H) Staff Representative, significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

L 204 Introduction to Fiction (3 cr.) (Fall, Spring) (A&H) Staff *College Intensive Writing section.* Representative works of fiction; structural techniques in the novel. Novels and short stories from several ages and countries.

L 205 Introduction to Poetry (3 cr.) (Fall, Spring) (A&H) *College Intensive Writing section.* An introduction to the pleasures and purposes of reading poetry. Why do we need poetry? When do we read poetry? We will cover a broad historical range and discover various ways (formal, political, ethical, historical, intertextual) to enrich our understanding of particular poems written in English.

L 220 Introduction to Shakespeare (3 cr.) (Fall, Spring) (A&H) Staff Rapid reading of at least a dozen of Shakespeare's plays and poems. May not be taken concurrently with L 313 or L 314.

Estonian (CEUS)

See "Foreign Languages."

Film Studies (CMCL)

See "Communication and Culture."

Fine Arts (FINA)

HISTORY OF ART

A 101 Ancient and Medieval Art (3 cr.) (Fall, Spring) (S&H) This survey course examines the history of the visual arts in the Western world from ancient Egypt (c. 3000 BC) to the end of the Gothic era in Europe (c. 1400 AD). The course focuses primarily on developments in the major arts of architecture, sculpture, and painting

(including manuscript illustration). Through a series of "key monuments" in Western art, students are introduced to the artistic innovations of different historical periods, as well as to how these works of art can help the viewer understand their specific cultural contexts.

A 102 Renaissance through Modern Art (3 cr.) (Fall, Spring) (S&H) Each work of art is part of the history of the period in which it was created: it stands at the center of a complex web of ideas, events, intellectual trends, and scientific discoveries. This course surveys major artists, styles, and art movements in European and American art from the fifteenth century to the present. The course is also an introduction to the study of art history and to the questions asked by art historians: When and where was a work made? For what purpose and what audience? What considerations determine an artist's choice of material, technique, style, and subject matter? How does the interpretation of works of art change over time? Who owns the art of the past?

A 200 Topics in Art History (3 cr.) (Fall)

A 206/CLAS-C 206 Classical Art and Archaeology (3 cr.) (Fall, Spring) (A&H) See description of C 206 under "Classical Studies."

H 100 Introduction: Art History and Visual Culture for Non-Majors (3 cr.) (Fall, Spring) (A&H) This course will introduce the nonspecialist to the world of art. Its emphasis will be on how to see and understand works of art within the context of the periods that produced them. It will ask questions about the role art has played in given cultures, who its sponsors were, by what standards it was judged, what the role and status of the artist was, and the techniques available to him or her. Students will learn a new visual vocabulary that will enable them to see and enjoy a variety of different styles and to become familiar with the terminology used in speaking about art. Course does not count toward the fine arts major.

STUDIO ART

F 100 Fundamental Studio—Drawing (3 cr.) (Fall, Spring) (A&H) This introductory studio course gives students a freehand linear approach to pictorial representation. We will work with various graphic media, methods, and skills to define "formal" and "personal" geometric and expressive studies from nature, constructed objects, and imaginary sources. Initially, the emphasis is on principles that develop hand-eye coordination and a visual awareness for the interpretation of a two-dimensional image. Throughout, the goal is to develop, through studio drawing practice, one's imagination and understanding of the linear qualities needed for refined pictorial representation.

Homework averages approximately 8–10 hours weekly. Grade is based on quality (craft-concept) and quantity (ambition-productivity) of submitted work. Cost of materials: approximately \$100.

F 101 Fundamental Studio—3D (3 cr.) (Fall, Spring) (A&H) This course is an introduction

to three-dimensional (3D) form and space and their interrelation with structure, materials, and expression in all of the three-dimensional visual arts. It is a prerequisite to any other 3D studio course and is part of the required fundamental studios program for all art majors. Includes line, plane, volume, geometric, and organic form; utilitarian and sculptural design; additive and subtractive processes in various materials. The goal is to develop basic vocabulary and skills needed for future studio work in art or for a better understanding of the world of human culture. No text. The materials fee is \$125.

F 102 Fundamental Studio—2D (3 cr.) (Fall, Spring) (A&H) Various collage and paint media will be used to reveal the illusionistic, relative actions of color-design study. How one observes, interprets, and represents light and surface color to define two-dimensional images will broaden and refine one's visual vocabulary. Both color and design compositions will be constructed to demonstrate the methods and relationships of color mixture, pictorial configuration, figure-ground, and linear graphic principles. Study throughout will be based on progressive study of forms and their meanings in relation to nature and the history of art. The goals are to develop and refine hand-eye studio skills for continued creative art study and to better understand concepts and characteristics of artistic search as it applies to the artistic use of color.

Homework averages approximately 10–12 hours weekly. Grade determination is based on the quality (craft-concept) and quantity (ambition-productivity) of submitted work. Course supplies: Students are responsible for the cost of their materials, approximately \$250–\$300.

N 110 Introduction to Studio Art (3 cr.) (Fall, Spring) (A&H) *Course does not count toward studio art major.* Introduction to the visual language of the studio arts. Students learn and apply the basic elements of design and begin to understand the principles of organization. Through the exploration of a variety of two-dimensional and three-dimensional media (drawing, painting, wire, and clay), students become familiar with basic techniques used to develop art works.

N 130 Digital Imagery for Non-Majors (3 cr.) (Fall) Lecture course introduces Non-majors to the fundamental practice of creating art imagery using digital software. Demonstrations and optional hands-on lab sessions emphasize technical production in Photoshop and Illustrator. Art projects created in Photoshop and lecture topics focus on aesthetic approaches and issues facing artists working in contemporary digital imaging.

N 198 Introduction to Photography for Non-Majors (3 cr.) (Spring) (A&H)

See the Web for description:
www.indiana.edu/~deanfac/class.html.

Finnish (CEUS)

See "Foreign Languages."

Folklore and Ethnomusicology (FOLK)

E 295 Survey of Hip-Hop (3 cr.) (Fall, Spring) (A&H) This course is a representative study of hip-hop from its origin to the present. We will examine hip-hop as an artistic, historical, and sociocultural phenomenon through a survey of the subculture and its elements, but especially the music and lyrics. Additionally, we will focus on the appropriation and exploitation of hip-hop forms by the media and the music industry, “global” cultural consumption, the rise and dominance of rap music in popular culture, notions about defining hip-hop today, and on broader issues and concepts in the study of culture. *Note: Course taught as an online course only.* Meets with AAAD-A 295.

F 101 Introduction to Folklore (3 cr.) (Fall, Spring) (A&H) Folklore study explores the ways in which people make use of tradition in daily life as well as in times of crisis, celebration, and change. It explores the dynamics of tradition and creativity in society. This course examines the role of folklore in the life of human beings throughout the world. It introduces students to the main forms and varieties of folklore and folk expression in tales, ballads, gestures, beliefs, games, proverbs, riddles, and traditional arts and crafts. For instance, students read a variety of folk narratives that reflect how culture, worldview, social institutions, and social processes are expressed within folklore. The course also acquaints students with theories concerning the relations between folklore and other aspects of culture such as religion and belief, history, literature, and celebrations. Introductory course for Non-majors and majors.

F 111 World Music and Culture (3 cr.) (Fall, Spring) (A&H) People throughout the world perform and listen to music as a form of entertainment. But music is also serious business—political, social, religious, artistic, and economic. The course introduces ethnomusicology and the cross-cultural study of music and culture. It explores music, performance, and ideas—familiar and not so familiar—from around the world. The course analyzes the role music plays in human life, in a variety of social, political, and personal contexts. Among the music cultures examined are the United States, China, Japan, India, Eastern Europe, Africa, and Latin America. F 111 is an introductory course for Non-majors as well as majors. Formal music training is *not* required.

F 131 Introduction to Folklore in the United States (3 cr.) (Fall, Spring) (A&H) This course looks at folklore and traditional expressive behavior in the United States by focusing on creativity in everyday life. Content includes study of examples of traditional arts, ideas, and practices of folk groups in the United States, including ethnic, occupational, regional, and religious groups. Classes focus on specific genres of folklore, utilizing video, slides, and audio recordings. Topics include urban legends, fairy tales, personal narratives, body art, car art, and yard art, among other examples of urban expressive culture.

F 205 Folklore in Video and Film (3 cr.) (Fall, Spring) (A&H) Johnson In modern media, many new ways of spreading and reinforcing folk belief and other kinds of folklore have evolved, but a new term, *popular culture*, also describes these new forms. The difference between folklore and popular culture is sometimes difficult to determine, but it seems that folklore exists in nonstandardized multiple variation, while forms of popular culture exhibit multiple variation that is standardized.

Though topics that interest folklore scholars appear on film and video, the presentation of such topics are standardized (unchanged) in that they are “frozen” onto their medium. This course will deal with a number of issues of folk belief and worldview reinforced, debated, propagated, and spread by film and video, and it will explore whether folklore is really altered by standardization.

This class assists students in developing skills for thinking critically about a wide variety of folk belief common in our times, and encourages them to appreciate the great variety of folk beliefs that exist in the world around them. This course is approved for College of Arts and Sciences Topics credit.

F 252 Folklore and the Humanities (3 cr.) (Fall) (A&H) Topics: Global Pop Music; Youth Sub-Cultures and Music. Basic theoretical approaches to the study of folklore, emphasizing the relationship to other humanistic disciplines such as literary and religious studies and history. May be repeated for a total of 6 credits when topics vary.

Foreign Languages

AMERICAN SIGN LANGUAGE (SPHS)

A 100 American Sign Language I (4 cr.) (Fall, Spring, Summer) An introduction to the use of American Sign Language. No previous knowledge of the language is required. The focus is on grammar and vocabulary, as well as receptive and expressive fingerspelling skills, with the goal of interactional competence in a limited variety of communicative situations. Students are introduced to proper use of nonmanual signals and modifiers. Exposure to Deaf culture is included.

A 150 American Sign Language II (4 cr.) (Fall, Spring, Summer) P: A 100 A continuation of A 100. Students continue building receptive and expressive abilities. Emphasis is placed on the use of signing space, facial grammar, body postures, fluent fingerspelling, and continued vocabulary development. More complex grammatical structures are introduced. Deaf culture component is included. Second-year courses (SPHS-A 200 and A 250) are also available.

AKAN (LING)

K 101-K 102 Elementary Akan I-II (4-4 cr.)

(Fall, Spring) An introduction to Twi, a major language of West Africa, spoken by the Akan people of Ghana. With approximately 10 million speakers, it is the major language of Ghana and is spoken by thousands of people in the Ivory Coast. The study of Akan at the introductory level emphasizes oral competence in a variety of communicative situations. Students learn basic grammatical structures and vocabulary associated with these situations and are expected to learn to behave linguistically in a characteristically Akan manner. Second- and third-year courses are available.

ARABIC (NELC)

A 100-A 150 Elementary Arabic I-II (4-4 cr.) (Fall, Spring) A 100 is designed for students who have no previous knowledge of Arabic. Students in A 100 will master the Arabic alphabet and sound system. Using a communicative, proficiency-oriented approach, the class will speak, read, and write in Modern Standard Arabic. Students will be able to talk about themselves, their education, and their families, as well as ask basic questions and comprehend simple written texts. The remainder of the course is designed to present, systematically, the basic structure of modern standard Arabic. Reading, writing, translation, and conversation will be emphasized.

A 160 First Year Arabic (4 cr.) (Spring)

A 200-A 250 Intermediate Arabic I-II (3-3 cr.) (Fall, Spring) A 200 is a continuation of A 150. It will focus on the mastery of grammar, including more complex structures, acquisition and expansion of vocabulary, and the development of reading, writing, listening, and speaking skills. These objectives are achieved through intensive oral/aural practice using audio and video materials. In addition to working on all language skills, special attention will be given to the morphology and syntax of Arabic. Classes will be conducted in Arabic as much as possible.

N 223 Conversational Arabic (3 cr.) (Fall) Alani This is a spoken Arabic course. If you want to speak Arabic or improve your knowledge of spoken Arabic, then this course is designed for you. The varieties of Arabic that will be focused on are Jordanian/Palestinian, commonly known as Levantine Arabic. Some aspects that will be emphasized are greetings, asking about and giving directions, eating out, travel, getting acquainted, geography of the Middle East, government systems, and a variety of cultural themes pertaining to the Middle East. Also, Arabic computer software in the language lab will be utilized.

BAMANA (LING)

B 101-B 102 Elementary Bamana I-II (4-4 cr.) (Fall, Spring) An introduction to Bamana, spoken in West Africa (Mali, Senegal, Niger, the Ivory Coast, and Burkina Faso). The study of Bamana provides an introduction not only to a major language in West Africa, but also to Bamanaka culture and history. Students learn basic grammatical structures and vocabulary associated with conversation in a variety of

situations and are made aware of culturally appropriate ways of using the Bamana language. Second- and third-year courses will be available.

BENGALI (INST)

B 100-B 102 Introductory Bengali I-II (5-5 cr.) (Fall, Spring) First semester offers an introduction to and brief history of language. Basic sound patterns and writing system with ideas about basic grammar. Ideas about simple sentence structure and basic grammar leading to reading and construction of short sentences. Learning essential vocabulary for everyday conversation. Practicing different expressions such as apology and greeting. Classroom use of films, tapes, short conversation, and stories. B 102 will advance beyond first semester with more exercises on basic grammar and sentence structures. Emphasis will be on learning new words, composing short dialogues, and using them in everyday conversation by developing basic reading skills and understanding main ideas from the texts. Increased writing skills will be expected with continuous drills in grammatical structures. Students will also be expected to write short personal letters, different expressions, and descriptions. Classroom use of storytelling of personal experiences, music, etc., will be encouraged.

CHINESE (EALC)

C 101-C 102 Elementary Chinese I-II (4-4 cr.) (Fall, Spring) This course lays a groundwork for those who are interested in acquiring a linguistic tool to communicate with Chinese people and understand their culture. It aims at developing students' overall competence in speaking, listening, reading, and writing Chinese with special emphasis on oral/aural skills. A learner-centered, task-based, and proficiency-driven approach will be employed. C 102 is a continuation of C 101, with the same basic aims and requirements. C 101 is offered in the fall only, and C 102 in the spring only. Students must earn at least a C grade in a course to go on to the next semester of the language. Courses through fourth year are available.

CROATIAN (SLAV)

S 101-S 102 Elementary Serbian and Croatian I-II (4-4 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Croatian (reading, writing, aural comprehension, and speaking). No previous knowledge of Croatian is required for S 101. Classes are small and meet in conjunction with Elementary Serbian. Students enrolled in Croatian are expected to read and write in roman script (latinica) and will be taught to read cyrillic script (cirilica). As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

CZECH (SLAV)

C 101-C 102 Elementary Czech I-II (4-4 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Czech (reading, writing,

comprehension, and speaking). No previous knowledge of Czech is required for C 101. Classes are small. As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

DUTCH (GER)

N 100-N 150 Intensive Dutch I-II (4-4 cr.) (Fall, Spring) These courses are designed as an introduction to the language. They are especially suited to students who have had some experience with another foreign language or those who have strong motivation to study Dutch. The sequence seeks to develop the four language skills (listening, speaking, writing, and reading), treats grammar thoroughly, and introduces the student to some of the best contemporary authors.

N 200-N 250 Dutch Reading, Composition, and Conversation I-II (3-3 cr.) (Fall, Spring) *P: N 150 or permission of the instructor.* The work presumes a basic fluency in the spoken language, ability to write simple prose, understanding of the spoken language on a variety of subjects, and ability to read with only occasional dictionary help. We will deepen and broaden our control of the language, review and study grammar at an advanced level, and work on the control of the spoken and written styles.

Note: Dutch should be of special interest to students planning to apply for the Kelley School of Business overseas study program in Maastricht.

ESTONIAN (CEUS)

T 103-T 104 Introductory Estonian I-II (4-4 cr.) (Fall, Spring) Assumes no previous knowledge of Estonian. Emphasizes oral communication with attention to reading, writing, speaking, and listening. With basic vocabulary and structures, students can talk about themselves and immediate surroundings, interact in service encounters, read short texts, and write notes. Students also study Estonian culture.

FINNISH (CEUS)

T 101-T 102 Introductory Finnish I-II (4-4 cr.) (Fall, Spring) An introduction to Finnish for students with no previous knowledge of Finnish language. Emphasizes skills for everyday situations in Finland. Aids understanding of simple spoken Finnish for familiar topics and the main points of brief messages. Concentrated practice in Finnish pronunciation, grammar, elementary conversation, reading, writing, and vocabulary. Students also study Finnish culture and history.

FRENCH (FRIT)

F 100-F 150 Elementary French I-II (4-4 cr.) (Fall, Spring, Summer) In this course sequence students are introduced to the four language skills—reading, writing, listening, and speaking. They practice these skills in four classes per week. Skill development is placed in cultural

context, and students learn about France and other Francophone countries throughout the world.

F 115 Accelerated Elementary French (4 cr.) (Fall, Spring) *P: Consent of department.* An accelerated treatment of material covered in both F 100 and F 150 designed for superior students and students with previous training in another foreign language. Credit not given for both F 115 and F 100; credit not given for both F 115 and F 150.

F 200-F 250 Second-Year French I-II: Language and Culture (3-3 cr.) (Fall, Spring, Summer) *P: F 115 or F 150.* This sequence continues to develop the four language skills. Emphasis and practice are given to those basic elements needed for expression and comprehension. Because less time is spent on language, more attention can be devoted to aspects of culture, especially to features and aspects of Francophone civilization and contemporary thought.

F 313 Advanced Grammar (3 cr.) (Fall, Spring) *P: F 250.* This course offers systematic study of French grammar considerably more sophisticated than the standard review. Essential for developing good writing skills.

F 315 Phonetics and Pronunciation (3 cr.) (Fall) *P: F 250.* Five meetings per week: three lectures on problems of pronunciation and phonetic transcription and two oral practice sessions.

GERMAN (GER)

G 100 Beginning German I (4 cr.) (Fall, Spring) This beginning course is for students with no previous experience in German and for those students who place into G 100 on the placement test. Students will be introduced to the German language as it is spoken today in Austria, Germany, and Switzerland. We will compare the basic structure of German with that of English, and students will learn a number of basic grammatical forms and their functions needed to develop the four basic language skills of listening, speaking, writing, and reading. Students will also be introduced to selected aspects of German culture.

G 105 Accelerated Elementary German I (5 cr.) (Fall) *P: Exceptional motivation.* This course is designed for exceptionally motivated students and for those who know another foreign language (e.g., French, Spanish, Russian) and now want to learn German at an accelerated pace. Students cover two semesters of college German in only one semester. The course meets daily for 50 minutes and requires an average of two hours of preparation for each class meeting. The course develops all four language skills—listening, speaking, reading, and writing—stresses active use of German, and treats elements of grammar thoroughly.

G 150 Beginning German II (4 cr.) (Fall, Spring) *P: G 100 or advanced placement/credit test.* This course begins with a brief review of material learned in G 100 and continues with the development of the four skills of listening, speaking, writing, and reading.

G 200 Intermediate German I (3 cr.) (Fall, Spring) *P: G 150 or advanced placement/credit test.* G 200 plus G 250 make up the basic second-year course sequence. G 200 stresses further development of the four language skills of listening, speaking, writing, and reading and introduces the student to the reading and discussion of modern German writing. Review of and progress in the mastery of basic grammar will be accompanied by the writing of prose based on the reading material.

G 250 Intermediate German II (3 cr.) (Fall, Spring) *P: G 200 or advanced placement/credit test.* This course develops further the work done in G 200.

G 300 Fifth-Semester College German (3 cr.) (Fall, Spring) *P: G 250 or advanced placement/credit test.* Comprehensive review of grammatical points introduced in G 100–G 250. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignment of short literary texts and one novel or play. Conducted in German.

GREEK (CLAS)

G 100 Elementary Greek I (4 cr.) (Fall) Fundamentals of both classical and koine (New Testament) Greek. Reading comprehension is developed.

G 150 Elementary Greek II (4 cr.) (Spring) *P: G 100 or equivalent.*

G 200 Greek Prose: Pagans and Christians (3 cr.) (Fall) *P: G 150 or equivalent.* Readings from the New Testament and such authors as Aesop and Plato; review of syntax and grammar.

G 250 Greek Poetry: Homer (3 cr.) (Spring) *P: G 200 or equivalent.*

MODERN GREEK (WEUR)

E 100 Beginning Modern Greek I (4 cr.) (Fall) A rapid survey of fundamentals designed to acquaint the student with the oral and written language. Especially useful for those planning to study or travel in Greece and for those planning to read modern Greek literature.

E 150 Beginning Modern Greek II (4 cr.) (Spring)

E 200 Intermediate Modern Greek I (3 cr.) (Fall) *P: E 150 or equivalent.* Completion of grammar and syntax not covered in E 100–E 150 and practice reading selections from a number of modern writers.

E 250 Intermediate Modern Greek II: An Introduction to Modern Greek Culture (3 cr.) (Spring)

HEBREW (JSTU)

Biblical Hebrew (JSTU)

Biblical Hebrew is an excellent foreign language choice for serious students interested in being rabbis, cantors, ministers, or scholars of Bible. Students begin the study of Biblical Hebrew with JSTU-B 200 Intermediate Biblical Hebrew I (3 credits). Prerequisite: Grade of C or higher in JSTU-H 150.

Modern Hebrew (JSTU)

Modern Hebrew is taught in a yearly cycle. First (H 100), third (H 200), and fifth (H 300) semester-level Hebrew courses are taught every fall but not during the spring. Second (H 150), fourth (H 250), and sixth (H 350) semester-level courses are taught during the Spring.

Placement Exams: **All students with past experience in modern Hebrew must take a Hebrew placement test.** Hebrew placement exams are offered during the first week of classes. All incoming students who would like to take modern Hebrew should register for or waitlist a section of JSTU-H 100 Introduction to Elementary Hebrew I. All students enrolled or on the waitlist for JSTU-H 100 will be e-mailed the exact dates/times for Hebrew placement exams to be given the week before and the first days of the Fall semester. Students testing higher than JSTU-H 100 on the August placement test will move to the appropriate level of Modern Hebrew during the first week of fall classes. Students placing out of two semesters of modern Hebrew automatically have these two semesters of Hebrew (4 cr. each) added to their IU transcript. If students test out of courses beyond the first two semesters, they must take the Hebrew language course at the level into which they place to earn further Hebrew language credit.

H 100 Introduction to Elementary Hebrew I (4 cr.) (Fall) This introductory course lays the groundwork for the study and use of modern (Israeli) Hebrew reading, writing, and conversing. No previous knowledge of Hebrew required.

H 150 Introduction to Elementary Hebrew II (4 cr.) (Spring) *P: Grade of C or higher in H 100 or placement test score of 2–6.*

H 200 Intermediate Hebrew I (3 cr.) (Fall) *P: Grade of C or higher in H 150 or placement test score of 5–9.* Continuation of H 150; second year of modern Hebrew. Development of the skills of reading, writing, and conversing in modern Hebrew at an intermediate level.

H 250 Intermediate Hebrew II (3 cr.) (Spring) *P: Grade of C or higher in H 200 or placement test score of 8–12.* Continuation of H 200.

H 300 Advanced Hebrew I (3 cr.) (Fall) *P: Grade of C or higher in H 250 or placement test score of 11–15.* In this third-year course in the modern Hebrew language sequence, students will further develop reading, writing, and speaking skills. Emphasis on reading comprehension and conversation, as well as grammar and syntactical structures. The language of instruction and discussion is Hebrew.

H 350 Advanced Hebrew II (3 cr.) (Spring) *P: Grade of C or higher in H 300 or placement test score of 14–18.* Continuation of H 300.

HINDI (INST)

The elementary Hindi classes are *not* intended for students who already speak Hindi.

H 100 Beginning Hindi I (5 cr.) (Fall) Introduction to the Hindi language, the writing

system, and basic grammar. Graded exercises and readings leading to mastery of grammatical structures and essential vocabulary. Development of reading and writing competence and simple conversations in contemporary Hindi. Classroom use of storybooks, tapes, and Indian films in Hindi.

H 150 Beginning Hindi II (5 cr.) (Spring)

H 200 Second-Year Hindi I (3 cr.) (Fall) The course focuses on reading mythology, folklore, and modern literature. Students write synopses of the reading material and compose and perform their own dialogues for conversation practice.

H 250 Second-Year Hindi II (3 cr.) (Spring)

HUNGARIAN (CEUS)

T 141-T 142 Introductory Hungarian I-II (4-4 cr.) (Fall, Spring) Enables students to converse about basic topics, meet basic communicative needs, and read and write short texts with simple sentence patterns and everyday topics. Students learn to use fundamental Hungarian structures with comfort and confidence while learning about Hungarian lifestyle, society, and culture.

ITALIAN (FRIT)

M 100-M 150 Elementary Italian I-II (4-4 cr.) (Fall, Spring, Summer) An introduction to contemporary Italian conversation, grammar, reading, and elementary writing. The first-year sequence of courses develops sufficient mastery of these four skill areas so that the student can 1) understand simple native speech; 2) communicate orally in complete sentences with acceptable Italian intonation and pronunciation; 3) read uncomplicated passages for comprehension; and 4) use grammatical structures and vocabulary learned during the course to write sentences.

M 115 Accelerated Elementary Italian (4 cr.) (Fall, Spring) *P: Consent of department.* M 115 is an accelerated treatment of material covered in M 100 and M 150 designed for superior students who have a strong interest in language study or previous language training. M 115 is especially recommended for students beginning the study of Italian late in their college career or for students at any level (undergraduate or graduate) who are planning study abroad. Students who complete M 115 cannot also receive credit for M 100 or M 150.

M 200 Intermediate Italian I (3 cr.) (Fall, Spring) *P: M 115, M 150, or equivalent.* M 200 is the first part of the intermediate course sequence that combines the study of contemporary Italian conversation, grammar, reading, and writing with an introduction to brief literary texts. In M 200 more attention will be paid to oral practice and grammatical review than to composition and reading, although all four skill areas will be treated.

M 215 Accelerated Second-Year Italian (4 cr.) (Fall, Spring) *P: Consent of department.* An accelerated treatment of material covered in

both M 200 and M 250. Designed for students who have completed M 115 and other highly motivated students, students with extensive experience with another language, and/or students who aspire to study abroad. Credit given for only one of the following: M 215 or M 200-M 250.

M 250 Intermediate Italian II (3 cr.) (Fall, Spring) *P: M 200 or equivalent.* M 250 continues the intermediate-level study of Italian with primary attention paid to reading, writing, and speaking and to a comprehensive review of grammar. Reading materials will include selections from Italian short stories or articles on contemporary Italy and may also be enriched by a contemporary novel or an opera libretto.

M 300 Italian Conversation and Diction (3 cr.) (Fall) *P: M 250 or consent of instructor.* Conducted in Italian, this course continues the study of advanced structures through a variety of media and authentic texts. While the focus is on accuracy and fluency in speaking, practice with other skills and the study of Italian culture are integrated throughout.

JAPANESE (EALC)

J 101-J 102 Elementary Japanese I-II (4-4 cr.) (Fall, Spring) The goal of J 101 is for students to acquire basic communicative skills in Japanese and to become well-rounded in their overall skills (speaking, listening, reading, and writing). This course will introduce *hiragana*, *katakana*, and a few *kanji*. Each week the class meets in two large-group sessions on Tuesdays and Thursdays (TuTh) and three small-group sessions on Mondays, Wednesdays, and Fridays (MWF). The TuTh sessions primarily introduce and explain the lesson; use of Japanese by students is encouraged, but students may use English to ask questions on aspects of grammar or culture. Use of Japanese by both instructors and students is mandatory in the MWF sessions, which are devoted primarily to practicing what has been introduced in the TuTh sessions. J 102 is a continuation of the goals and learning strategies for J 101. In addition, more *kanji* script will be used. J 101 is offered in the fall only and J 102 in the spring only. Students must earn at least a C grade in a course to go on to the next term of the language. Courses through the fourth year are available.

KOREAN (EALC)

K 101-K 102 Elementary Korean I-II (4-4 cr.) (Fall, Spring) **Lee** Through speaking and listening exercises, this course focuses on the basic grammatical structure, vocabulary, and expressions of modern colloquial Korean. The Korean Hangul writing system will be introduced, with pronunciation taught at the beginning of the semester and simple colloquial expressions later on. Supplementary materials will help students develop the four language skills of reading, writing, listening, and speaking. K 102 helps students to develop their abilities to converse in various social situations employing relatively restricted vocabularies and grammatical patterns and to improve their

skills in reading and writing. The use of English as the language of instruction will be kept to a minimum. K 101 is offered in the fall only and K 102 in the spring only. Students must earn at least a C grade in a course to go on to the next term of the language. Second-year courses are available.

LAKOTA (ANTH)

The four terms of Lakota are taught in a two-year sequence; hence, each term is offered only once every two years. Students may begin the language (L 310) in the fall of 2011.

L 310-L 311 Elementary Lakota (Sioux) Language I-II (3-3 cr.) (Fall 2011, Spring 2012)

Introduction to Lakota (Sioux), an American Indian language spoken on the Northern Plains of the United States. Course focuses on developing elementary reading and writing skills as well as oral fluency in the Lakota language within the context of Lakota culture.

L 312-L 313 Intermediate Lakota (Sioux) Language I-II (3-3 cr.) (Fall 2010, Spring 2011)

Study of more complex Lakota grammatical structures, with emphasis on development of active reading, writing, and speaking skills.

LATIN (CLAS)

L 100 Elementary Latin I (4 cr.) (Fall, Spring) Fundamentals of the language; develops direct reading comprehension of Latin. Credit not given for both L 100 and L 300.

L 150 Elementary Latin II (4 cr.) (Fall, Spring) *P: L 100 or equivalent.* Fundamentals of the language; develops direct reading comprehension of Latin. Credit not given for both L 150 and L 300.

L 200 Second-Year Latin I (3 cr.) (Fall, Spring) *P: L 103, L 150, or placement.* Readings from selected authors, emphasizing the variety of Latin prose. Examination of the concept of genre. Grammar review or prose composition. Credit not given for both L 200 and L 400.

L 250 Second-Year Latin II (3 cr.) (Fall, Spring) *P: L 200 or placement.* Reading from Vergil's *Aeneid* with examination of the epic as a whole. Prosody of dactylic hexameter and study of poetic devices. Some grammar review. Credit not given for both L 250 and L 400.

L307 Cicero (3 cr.) (Fall) (A&H) *P: L 250 or placement.* Selections from orations, epistles, and philosophical writings; emphasis on Cicero's political importance and the influence of the man and his work.

L305 Ovid (3 cr.) (Spring) (A&H)

MONGOLIAN (CEUS)

T 161-T 162 Introductory Mongolian I-II (4-4 cr.) (Fall, Spring) Introduces students to modern Mongolian in the Cyrillic script and basic Mongolian pronunciation and grammar, along with knowledge of Mongolian culture and traditions. By the end of the first semester, students can conduct everyday conversations and use Mongolian's main cases and verb tenses

in conversation and writing. By the end of the second semester, students can use the main cases and finite verb tenses, as well as some modals (converbs) and simple compound sentences.

NORWEGIAN (GER)

K 100-K 150 Beginning Norwegian I-II (4-4 cr.) (Fall, Spring) K 100 includes development of comprehension, speaking, reading, and writing skills in a cultural context and an introduction to grammar. K 150 requires that students have earned a grade of C- or higher in K 100 (or equivalent) and encourages further development of skills. Introduces Norwegian literature and culture. Provides review of grammar and study of new grammatical topics.

PASHTO (CEUS)

T 153-T 154 Introductory Pashto I-II (4-4 cr.) (Fall, Spring) Introduction to the Pashto language of Afghanistan. By practicing listening, speaking, reading, and writing, students become familiar with the alphabet and sound system, basic structures, and ordinary usage. By the end of the first semester the student will have mastered simple sentences and can ask and answer simple questions on familiar topics. In the second semester students move into new topics such as personal information, daily activities, and expanded grammar structures. By the end of the course, the student will read simple prose texts, deal with everyday situations, and respond to requests on familiar topics. No previous knowledge of Pashto required.

PERSIAN (CEUS)

T 151-T 152 Introductory Persian I-II (4-4 cr.) (Fall, Spring) Class size in Persian is limited. Freshmen wishing to enroll in Persian should get on the department waiting list by sending a message to ceus@indiana.edu using subject line "Persian" and stating name, UID#, rank (freshman), and reason for taking the introductory level class. Enrollment priority is given to majors, minors, and graduate students who use Persian to meet a two-year degree requirement. Enrollment decisions are made only 2-3 days before classes begin.

POLISH (SLAV)

P 101-P 102 Elementary Polish I-II (4-4 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Polish (reading, writing, comprehension, and speaking). No previous knowledge of Polish is required for P 101. Classes are small. As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

PORTUGUESE (HISP)

Students who have studied Portuguese previously should consult with the department about placement by calling (812) 855-8612.

P 100-P 150 Elementary Portuguese I-II (4-4 cr.) (Fall, Spring) Introduction to present-day Portuguese, with drills for mastery of phonology, basic structural patterns, and functional vocabulary. Attendance in language laboratory may be required.

P 135 Intensive Portuguese (4 cr.) (Fall, Spring) For students from secondary school placed into the second semester of first-year study or those with prior knowledge of another Romance language. Content of P 100 and P 150 reviewed at an accelerated pace. Credit given for only one of P 135 and P 150. Students who complete P 135 with a grade of B- or higher can skip to P 250. This enables them to complete four terms of course content within two terms.

P 200-P 250 Second-Year Portuguese I-II (3-3 cr.) (Fall, Spring) *P: P 150 or equivalent.* Continuation of P 100-P 150, with increased emphasis on communicative exercises and selected readings. Attendance in the language laboratory may be required.

ROMANIAN (SLAV)

M 101-M 102 Elementary Romanian I-II (4-4 cr.) (Fall, Spring) No previous knowledge of Romanian required for M 101. Introduction to basic structures of contemporary Romanian language and to culture. Reading and discussion of basic texts. Second- and third-year courses are available.

RUSSIAN (SLAV)

R 101 Elementary Russian I (4 cr.) (Fall) This is the regular beginning course in Russian. No previous knowledge of Russian is required. Classes are small. The course gradually introduces the student to all the basic structures of contemporary Russian (reading, writing, comprehension, and speaking). It also introduces aspects of Russian culture. The approach emphasizes grammar and oral skills and involves rapid drill, short dialogues, and conversation so that the student can communicate in Russian right away.

R 102 Elementary Russian II (4 cr.) (Spring) This is the second-term course for students who have received a C or higher in R101 or who have placed into second-term Russian by examination.

R 200 Russian for Heritage Speakers (3 cr.) (Fall) The course is intended for students who speak Russian at home or with relatives, or who grew up speaking Russian and wish to strengthen their Russian skills. The course uses the textbook *Russian for Russians*, specifically designed for Russian heritage speaking students. This is a four-skills course that aims not only at filling in gaps in literacy and grammar, but also in vocabulary building. At the beginning, students will master basic reading and writing skills (including spelling rules and Cyrillic computer literacy). Students will then read selected fiction and nonfiction texts in order to enhance and develop their language proficiency. Grammar will be introduced in broad categories, a methodology specifically used for heritage

speakers' grammar acquisition. Special attention will be given to vocabulary expansion through reading and vocabulary exercises. The writing and speaking assignments will be aimed at helping students progress to a coherent proficient discourse. Regular exposure to a wide variety of authentic printed, audio, and video sources in Russian, accompanied by exercises and essay writing, will enable students to gain cultural proficiency and promote a better understanding of Russian culture. Students who successfully complete the course will be able to continue with R 202 or higher.

R 201-R 202 Intermediate Russian I-II (4-4 cr.) (Fall, Spring) R 201 is the first part of the regular second-year series for students who have received a grade of C or higher in R 102 or have placed into this level by departmental examination. R 202 is open to students who have received a C or higher in R 201 or who have placed into this level by departmental examination. The series of R 201-R 202 continues work in structure and vocabulary acquisition through written exercises, the study of word formation, drills, and reading and discussion of Russian short stories.

SANSKRIT (INST)

The four terms of Sanskrit are taught in a two-year sequence; hence, each term is offered only once every two years. Students may begin the language (I 339) in the fall of 2011.

I 339-I 340 Elementary Sanskrit I-II (5-5 cr.) (Fall 2011, Spring 2012) Introduction to Sanskrit, a classical language of ancient India. Basic grammatical structure and vocabulary in preparation for the reading of both secular and religious texts.

SERBIAN (SLAV)

S 101-S 102 Elementary Serbian and Croatian I-II (4-4 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Serbian (reading, writing, comprehension, and speaking). No previous knowledge of Serbian is required for S 101. Classes are small and meet in conjunction with Elementary Croatian. Students enrolled in Serbian will be taught to read and write in Cyrillic script (ćirilica) and to read roman script (latinica). As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

SPANISH (HISP)

Students with previous study of Spanish are required to *take a placement test* to determine whether they may earn advanced placement/credit. Students and their advisors should then compare the score received on the placement exam to the placement scale; students should plan on taking the course that corresponds to their score.

HISP-S 100 Elementary Spanish (4 cr.) (Fall, Spring, Summer I) *By permission only. Call*

(812) 855-8612 or e-mail kallgood@indiana.edu. The course presents a four-skills approach to Spanish with an emphasis on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, participation, attendance, and a cumulative final exam. Enrollment in S 100 is restricted to those with fewer than two years of high school Spanish or with the consent of the department. All others must enroll in S 105. The next course in the sequence for HISP-S 100 students would be HISP-S 150.

HISP-S 105 First Year Spanish (4 cr.) (Fall, Spring, Summer II) This introductory course is for students with two or more years of high school study and covers the essential grammar and vocabulary of first-year Spanish. This course presents a four-skills approach to Spanish with emphasis on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, participation, attendance, and a cumulative final exam. Homework load is substantial. Credit not given for both HISP-S 105 and HISP-S 100 or HISP-S 105 and HISP-S 150. The next course in this sequence is HISP-S 200.

HISP-S 150 Elementary Spanish II (4 cr.) (Fall, Spring, Summer II) *P: HISP-S 100.* This course continues the work of S 100 with continued emphasis on all four skills and on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, compositions, participation, attendance, and a cumulative final exam. The next course in this sequence is HISP-S 200. *Note: HISP-S 150 is for those students who took HISP-S 100 Elementary Spanish here at IUB or took an equivalent course at a regional campus or other university.*

HISP-S 200 Second-Year Spanish I (3 cr.) (Fall, Spring, Summer) *P: HISP-S 105 or HISP-S 150 or equivalent.* This course reviews some of the basic structures studied in the first year and examines them in greater detail. Emphasis remains on the four skills and on critical thinking skills. Short literacy readings are also included. Grades are based on exams, homework, compositions, participation, attendance, and a cumulative final exam. Homework load is substantial. The next course in this sequence is HISP-S 250.

HISP-S 250 Second-Year Spanish II (3 cr.) (Fall, Spring, Summer) *P: HISP-S 200 or equivalent.* This course continues the work of HISP-S 200 with a continued emphasis on the four skills and on critical thinking skills. Short literary readings are also included. Grades are based on exams, homework, compositions, participation, attendance, and a cumulative final exam. Homework load is substantial. After successful completion of this course, the foreign language requirement is fulfilled for schools that require a fourth-semester proficiency.

S 280 Spanish Grammar in Context (3 cr.) (Fall, Spring, Summer I) *P: S 250 or equivalent. A*

topic-based approach to the formal aspects of Spanish grammar. Formal linguistics skills are developed through explicit grammar instruction, the reading of Hispanic texts, and the study of literature and culture through writing and conversation.

S 308 Composition and Conversation in Spanish (3 cr.) (Fall, Spring) *P or C: S 275 or S 280 or equivalent.* This content-based course seeks to improve students' oral and writing skills in Spanish while fostering critical thinking and cultural awareness. The written component includes an analysis of various writing styles: description, narration, exposition, and argumentation. The oral component includes discussions of cultural topics in the Spanish-speaking world.

S 315 Spanish in the Business World (3 cr.) (Fall, Spring) *P: S 280 or S 310 or equivalent.* Introduction to the technical language of the business world with emphasis on problems of vocabulary, style, composition, and translation in the context of Hispanic mores. Instruction in Spanish.

S 317 Spanish Conversation and Diction (3 cr.) (Fall, Spring) *P: S 280 or S 310 or equivalent.* This course meets five times a week. Intensive controlled conversation correlated with readings, reports, debates, and group discussion. May be repeated once for credit. S 317 is not open to native speakers of Spanish.

SWAHILI (LING)

S 101-S 102 Elementary Swahili I-II (4-4 cr.) (Fall, Spring) An introduction to Swahili, the predominant language of East Africa. Swahili is a Bantu language spoken in Kenya, Tanzania, Uganda, Burundi, and eastern Congo (Zaire). Estimates of the number of speakers vary from 40 to 80 million. The study of Swahili provides an introduction not only to the major language of East Africa but also to an extensive traditional literature and to Bantu culture in general. The study of Swahili at the introductory level emphasizes conversation in a variety of situations. Students learn basic grammatical structures and vocabulary associated with these situations and are expected to learn to behave linguistically in a characteristically Swahili manner. Second- and third-year courses are available.

TIBETAN (CEUS)

T 171-T 172 Introductory Tibetan I-II (4-4 cr.) (Fall, Spring) Introduces Tibetan language basics to students with no previous background in Tibetan. Students begin speaking, listening, reading, and writing the basic grammar, building vocabulary, and developing idiomatic usage needed in everyday communication. Also introduces learners to Tibetan culture and daily life. In the second semester students receive daily written, reading, and audio home assignments. Conversation preparation required.

TURKISH (CEUS)

T 181-T 182 Introductory Turkish I-II (4-4 cr.) (Fall, Spring) Introduces English-speaking students to Turkish. Students build basic proficiency in modern Turkish and communicate at a beginning level in everyday situations. Listening, speaking, reading, and writing are covered in classroom activities and at-home practice and a sound linguistic and cultural foundation is laid for future studies of Turkish. In the second semester, students develop communicative skills as they assimilate the basics of Turkish grammar. In addition to the textbook, students use other media such as short video clips from Turkish television, songs, and newspaper articles.

UKRAINIAN (SLAV)

U 182 Ukrainian through Russian (3 cr.) (Fall) *P: at least one year of Russian or another Slavic language, or permission of the instructor.* An accelerated Ukrainian language course for those who have previous experience with Russian or another Slavic language. Primarily a four-skill (i.e., speaking, listening, reading, writing) based language class. Comparisons with Russian are made to clarify grammar points and facilitate the mastery of Ukrainian. Covers at least one year of basic Ukrainian.

UYGHUR (CEUS)

T 131-T 132 Introductory Uyghur I-II (4-4 cr.) (Fall, Spring) No previous knowledge of Uyghur required. Introduces basic Uyghur language, the Uyghur script, phonetic rules, and basic grammar of the literary Uyghur language and the Uyghur lifestyle, society, and culture. Daily class activities involve conversations, pronunciation, vocabulary, grammar exercises, simple dialogues and texts. Considerable independent preparation outside of class required. The second semester continues development of skills in listening, reading, speaking and writing to begin mastering literary Uyghur language. Uyghur audio and video cassettes and visuals illustrate contemporary Uyghur cultural life. Opportunity for personal expression through partner and group work.

UZBEK (CEUS)

T 111-T 112 Introductory Uzbek I-II (4-4 cr.) (Fall, Spring) No previous knowledge of Uzbek required. An introduction to Uzbekistan's literary language, using Latin and Cyrillic alphabets. Conversation, reading practice, journal writing, newspapers illustrating modern Uzbekistan, Uzbek videos, TV programs, and audiotapes are used.

YIDDISH (GER)

Y 100-Y 150 Beginning Yiddish I-II (4-4 cr.) (Fall, Spring) No previous knowledge of Yiddish or German required for Y 100. Introduction to the Yiddish language and selected aspects of Yiddish-language culture. Development of listening comprehension, simple speaking proficiency, controlled reading, and writing skills. Scheduled every other year.

ZULU (LING)

Z 101-Z 102 Elementary Zulu I-II (4-4 cr.) (Fall, Spring) An introduction to Zulu (also called IsiZulu), spoken in South Africa and the neighboring countries of Zimbabwe, Malawi, Namibia, and Mozambique by about 10 million people. The study of Zulu provides an introduction to not only a major language in Southern Africa, but also to Zulu culture and history. The study of Zulu at the introductory level emphasizes conversation in a variety of situations. Students learn basic grammatical structures and vocabulary associated with these situations. They are also made aware of culturally appropriate ways of using the Zulu language. Second- and third-year courses will be available.

Foster International Living-Learning Center (FLLC)

Q 100 Residential Learning Workshop (1 cr.) (Fall) Required of all residents of Foster International LLC who have not previously lived in the community. Students are expected to complete the course during their first semester at FLC. Topics include: cultural diversity, identity and citizenship, leadership skills, community responsibility, and current international events. Classroom discussions are facilitated by peer instructors from within the community. Q 100 students will participate in a series of panel discussions led by faculty, staff, and other qualified individuals that take place outside of the weekly class sessions.

Participation in a service-learning project is also a required component of the course.

French (FRIT)

See also "Foreign Languages."

F 300 Reading and Expression in French (3 cr.) (Fall, Spring) (A&H) *P: F 250.* This course introduces students to different levels of style and expression and to written argumentation in French. Texts representing various periods and literary genres provide the basis for in-class discussion and for exercises designed to develop oral and written fluency. Credit given for only one of F 300, S 300.

S 300 Reading and Expression in French—Honors (3 cr.) (Fall) (A&H) *P: F 250.* Same as F 300 but designed for Hutton Honors College students. Credit given for only one of F 300, S 300.

F 305 Théâtre et essai (3 cr.) (Fall, Spring) (A&H) *P: F 300 or equivalent.* This course focuses on French drama and literature of ideas from various historical periods. Specific authors and texts vary according to professor. Taught in French.

F 306 Roman et poésie (3 cr.) (Fall, Spring) (A&H) *P: F 300 or equivalent.* In this course students read a selection of French poetry and

novels, often focusing on a specific theme. Authors and specific texts vary according to the professor. Taught in French.

Gender Studies (GNDR)

G 101 Gender, Culture, and Society (3 cr.) (Fall, Spring) (A&H) How is inequality in its various forms produced, reproduced, and experienced by women and men of different classes, races, and nationalities? “Gender” as practice, performance, and representation has differed for women and men according to race, class, and other divisions throughout time. This introductory and interdisciplinary course examines key issues in gender studies and places a critical focus on “gender,” or the cultural representation of masculinity and femininity. Lectures and discussions examine areas such as appearance, health, relationships, birth control, and pornography; gender in the workplace; sexuality and sexology; gender representation in popular culture; the impact of gender upon research, knowledge, and other cultural institutions; and feminism’s cultural politics. Course is required for majors.

G 102 Sexual Politics (3 cr.) (Spring) (S&H)

G 104 Topics in Gender Studies (3 cr.) (Fall, Spring) Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines. Explores a particular theme or themes and also provides critical introduction to the challenges of analyzing gender within the framework of different disciplines of knowledge. May be repeated with a different topic for a maximum of 6 credit hours.

G 105 Sex, Gender, and the Body (3 cr.) (Fall) (S&H) Examines the diverse and historically varying relationships forged among biological sex, culturally formulated discourses of masculinity and femininity, and the sexed body. May be repeated with a different topic for a maximum of 6 credits.

G 205 Themes in Gender Studies (3 cr.) (Fall, Spring) Exploration of a theme or series of themes arising from the study of gender, generally from within a particular discipline or subfield. The course will provide some critical reflection upon the challenges of analyzing gender within the framework of different disciplines of knowledge. Focus on specific instances, topics, or case studies, depending on the instructor. May be repeated with a different topic for a maximum of 6 credit hours.

G 206 Gay Histories/Queer Cultures (3 cr.) (Fall) (S&H) Examines the social, cultural, and political history of same-sex relationships and desires in the United States and abroad, emphasizing the historical emergence of certain American sexual subcultures, such as the modern lesbian and gay “movement” or “community.” The course also highlights particular formations such as race, class, and regional difference that interrupt unified, universal narratives of lesbian and gay history.

G 225 Gender, Sexuality, and Popular Culture (3 cr.) (Fall, Spring) (A&H) This course surveys the making and meaning of masculinity, femininity, and sexuality within popular culture. Emphasizing historical changes in the forms and technologies of popular culture, the course examines patterns and representations of gender and sexuality in fiction, theatre, cinema, music, television, journalism, and other mass media. It considers issues such as gender and the power of the image; sex and spectatorship; melodrama, film noir, and “the woman’s film”; diverse television genres from soap operas to sitcoms; rock music, women, and MTV; portrayals of race, age, ethnicity, class, and globalization of popular culture; violence, masculinity, and pornography.

The course is introductory and provides ideal preparation for those seeking further study of gender and those in the arts; humanities; and American, European, or international studies.

G 235 Scientific Understanding of Sex and Gender (3 cr.) (Fall) (S&H) Interrogates the evolution of scientific approaches to, and conceptualizations of, the terminology of sex and gender from the perspective of the behavioral, medical, and social sciences. Topics may include: femininity, masculinity, and androgyny; femaleness, maleness, intersex, and transgender; heterosexuality, homosexuality, and bisexuality.

G 290 History of Feminist Thought and Practice (3 cr.) (Spring) (A&H)

Geography (GEOG)

G 107 Physical Systems of the Environment (3 cr.) (Fall, Spring) (N&M) Introduction to the physical principles governing the geographical distribution and interrelationships of the earth’s physical features (atmosphere and oceans, landforms, soils, and vegetation). The course provides students with the background necessary to evaluate current environmental issues.

G 109 Weather and Climate (3 cr.) (Fall, Spring) (N&M) Introduction to atmospheric processes responsible for weather. Elements of climatology and their variation in time and space. Weather forecasting, weather modification, and severe weather.

G 110 Introduction to Human Geography (3 cr.) (Fall, Spring) (S&H) An introduction to the principles, concepts, and methods of analysis used in the study of human geographic systems. Examines geographic perspectives on contemporary world problems such as population growth, globalization of the economy, and human-environmental relations.

G 120 World Regional Geography (3 cr.) (Fall, Spring) (S&H) Analysis of population, culture, environment, and economies of major world regions. Examination of issues of global importance, including development, demographic change, urbanization and migration, and international conflict.

G 208 Human/Environmental Interactions (3 cr.) (Fall, Spring) (N&M) Just as people shape physical environments through agriculture, development, and resources use, environments shape us. This course focuses on the deeply interconnected ecological, hydrological, climatic, social, cultural, and economic forces at the core of human/environment interactions and introduces the field of environmental geography.

G 235 Introductory Geographical Methods (3 cr.) (Spring)

G 237 Cartography and Geographic Information (3 cr.) (Fall, Spring) (N&M) Use of computers in the management of geographic information, including data storage, database construction, creation and production of maps, and related representation of geographic data. Computer cartography laboratory, experimentation and interactive experience using GIS and mapping software.

Geological Sciences (GEOL)

G 103 Earth Science: Materials and Processes (3 cr.) (Fall, Spring) (Non-majors) (N&M) This course requires no prior training in science at the college level. It emphasizes the materials, structural units, and surficial features of the earth’s crust and the processes that form and modify them. Credit is given for only one of the following: G 103, G 111.

G 104 Evolution of the Earth (3 cr.) (Fall, Spring) (N&M) Earth’s history interpreted through five billion years. Deductive approach to understanding the significance of rocks and fossils and reconstructing the plate-tectonic origin of mountains, continents, and ocean basins. A survey of events in earth’s evolution relevant to contemporary environmental concerns. Two lectures and one laboratory each week. Credit given for only one of the following: G 104, G 112.

G 105 Earth: Our Habitable Planet (3 cr.) (Fall, Spring) (Non-science majors) (N&M) This interdisciplinary science course requires no prior training in science at the college level. Students will discover the interactive nature of chemical, physical, and biological processes that have shaped our planetary environment during the past 4 billion years. The course is divided into four topical units: Planet Earth, Earth Materials, Life on Earth, and the Earth System. Lectures are closely tied to experimental laboratory exercises. Students will explore geological processes by observation, measurement, and interpretation of change in laboratory and field experiments. At the conclusion of each topical unit, students will read about relevant environmental hazards facing the world community and consider global strategies to ensure sustainable economic development of the planet.

G 111 Physical Geology (3 cr.) (Fall) (N&M)
P: One high school or college course in chemistry.
 Basic concepts of geology, formation of rocks, erosion and landscape evolution, and plate

tectonics. Interpretation of geological data collected during field trips, leading to a geologic map of the Bloomington area. One lecture, lab, and field trip per week. Restricted to prospective geology and other science majors. Credit given for only one of the following: G 111, G 103.

G 112 Historical Geology (3 cr.) (Spring) (N&M)

G 114 Dinosaurs and Their Relatives (3 cr.) (Fall) (N&M) The origin and evolution of vertebrates, including dinosaurs and their distant relatives such as fish, amphibians, birds, and mammals. Course will focus on dinosaur evolution, paleobiology, paleoecology, and extinction. The scientific methods and quantitative and qualitative methodologies will be presented. Two lectures and one laboratory each week.

G 116 Our Planet and Its Future (3 cr.) (Fall, Spring) (N&M) This course is intended to provide the student with a clear understanding of the earth as a system. One of the key elements of the course is the effort in every section to emphasize issues that are relevant to everyday life and present them in a way that captures the imagination of the student. One area of emphasis is the interaction between the public policies we create and how they affect the earth and our relationship to its systems.

The course has a substantial Web component designed to assist the student in developing an understanding of each section of the course through multimedia exercises. These exercises allow the student to experience real-world problems and solve them, provide the student with a measure of his or her understanding of the material in the course, and immerse the student in virtual geologic environments.

The course is intended for non-science majors who have an interest in the interaction between people and the earth. There is a weekly laboratory.

G 121 Meteorites and Planets (3 cr.) (Fall, Spring) (N&M) Basu Geological processes operative on earthlike planetary bodies and asteroids; evidence from current meteorite, lunar, Martian, and space research; quantitative and deductive exercises. For non-science majors. Credit given for only one of G 121, S 121, and COLL-E 105 (Topic: Meteorites and Planets). This course is also approved for College of Arts and Sciences Topics credit.

G 141 Earthquakes and Volcanoes (3 cr.) (Fall, Spring) (N&M) Examination of the causes and effects of earthquakes and volcanic activity. Impacts of earthquakes and volcanic eruptions, including secondary effects such as landslides, mudflows, and tsunamis; climactic effects; energy/mineral resources; and social disruption. Mitigation of effects of natural disasters. Two lectures and one laboratory per week. Credit given for only one: G 141, COLL-E 105 (Topic: Earthquakes and Volcanoes). This course is approved for College of Arts and Sciences Topics credit.

G 171 Environmental Geology (3 cr.) (Fall, Spring) (Non-science majors) (N&M) This

course is intended for non-science majors with no prior exposure to geology or college-level math or science courses. Environmental geology is basically applied geology, as it relates to the relationship between people and the physical environment. The course will present a general overview of major natural and human-induced hazards: flooding, landslides, earthquakes, volcanic eruptions, and coastal phenomena. Subjects relating to humans' interaction with the environment, such as hydrology, especially as it applies to supply, water use, water pollution, and channelization. Management and dispersal of solid, chemical, and radioactive wastes are discussed, along with procedures for treatment of waste waters.

G 221 Introductory Mineralogy (4 cr.) (Fall) (For geological sciences and other science majors) (N&M) *P: One course in chemistry.* This course is required for geological sciences B.S. majors and an elective for other science majors. Students are provided with an overview of the minerals that form our planet. The chemical compositions, bonding, and crystal structures of these minerals are emphasized, and special attention is given to the geologic significance of the silicate minerals.

G 222 Introduction to Petrology (4 cr.) (Spring) (For geological sciences and other science majors) (N&M) *P: G 103, G 104, or G 111; G 221.* See the Web for description: www.indiana.edu/~geosci.

G 225 Earth Materials (4 cr.) (Spring) (N&M) *P: One course in chemistry.* See the Web for description: www.indiana.edu/~geosci.

Germanic Studies (GER)

See also "Foreign Languages."

For additional course descriptions, visit the Web at www.indiana.edu/~germanic.

G 305 Introduction to German Literature: Types (3 cr.) (Fall) (A&H) *P: G 300 with a C- or higher. R: G 330.* The course is an introduction to the study of German literature through close reading and discussion of representative works from different literary periods and through consideration of how each represents one (or more) of the three main types of imaginative writing: dramatic, narrative, and lyric. Attention will also be given to variations of literary forms within a type and to ways in which a form can influence the presentation of a literary theme. The class will be conducted in German.

G 306 Introduction to German Literature: Themes (3 cr.) (Spring) (A&H) *P: G 300 with a C- or higher. R: G 330.*

G 362 Introduction to Contemporary Germany (3 cr.) (Fall) (S&H) *P: G 300 with grade of C- or higher. R: G 330.* This course undertakes a description and analysis of Germany as it is today. Political, social, economic, and cultural aspects will be considered. As Germany has undergone enormous and far-reaching transformations since 1945, some attention will be paid to the historical process that has brought these about, with emphasis on the nature of the two German states before reunification. Lectures

in German, discussions in German or English.

G 363 Introduction to German Cultural History (3 cr.) (Spring) (A&H) *P: G 300 with a grade of C- or higher. R: G 330.*

COURSES IN ENGLISH ON GERMANIC CULTURES

E121 An Introduction to German Culture (3 cr.) (Fall) (Second eight weeks) (S&H) See Web for description: www.indiana.edu/~deanfac/class.html.

E311 Tradition and Innovation in German Literature (3 cr.) (Fall, Spring) (A&H) See Web for description: www.indiana.edu/~deanfac/class.html.

E321 Gender and Sexuality in German Literature (3 cr.) (S&H) See Web for description: www.indiana.edu/~deanfac/class.html.

E 322 German Cultural History (3 cr.) (Fall) (A&H) See Web for description: www.indiana.edu/~deanfac/class.html.

E323 German Film Culture (3 cr.) (Fall) (A&H) See Web for description: www.indiana.edu/~deanfac/class.html.

E 341 Dutch Culture: The Modern Netherlands (3 cr.) (Fall) (Second eight weeks) (S&H) Ham Topic: WW II Dutch Film and Literature. See Web for description: www.indiana.edu/~deanfac/class.html.

E 351 Topics in Yiddish Culture (3 cr.) (Fall) (Second eight weeks) (A&H) See Web for description: www.indiana.edu/~deanfac/class.html.

Global Village Living-Learning Center (GLLC)

The Global Village, opened in 2004, is one of IU's newest living-learning centers. The community welcomes any globally minded undergraduate student who is studying foreign languages and cultures or other international topics, who is preparing for or returning from study abroad, or who is just curious about global issues. Students enjoy extensive cocurricular activities that enhance their worldview, interaction with peers with global interests, air-conditioned rooms and floor lounges with kitchenettes, access to an on-site language/computer lab, and leadership opportunities that will prepare them for the world beyond the United States. With two on-site classrooms, the Village offers its own seminars as well as hosting courses in foreign languages and international topics. Most GLLC courses are open to all IU undergraduates. All Village students are required to enroll in GLLC-Q 199, a 1 credit residential learning workshop that increases residents' global awareness and introduces them to the Village and IU's international resources. The Global Village, located in Foster Quad, is open to freshmen through seniors and allows room assignments based on language preference. Information and applications can be found at www.indiana.edu/~college/global/.

Q 199 Introduction to the Global Village**(1 cr.) (Fall) P:** *Residence in the Global Village.*

Small discussion groups consider topics and complete a project relevant to the purpose and operation of the village and community living. Introduction to campus international resources and others relevant to study and life beyond the United States.

G 210 Global Village Colloquium (3 cr.)**(Fall) (A&H) Holdeman Topic:** *The Vampire in*

European and American Culture In this course we will explore the Eastern European origins of the vampire; similar creatures in other cultures that predate it; and how the vampire in its look, nature, vulnerabilities, and threat has changed over the centuries. This approach will provide us with the means to learn about the geography, village and urban cultures, traditional social structure, and religions of Eastern and Western Europe; the nature and manifestations of evil and the concept of limited good; and physical, temporal, and societal boundaries and the ritual passages that accompany them. We will then examine how the vampire “shape-shifted” its way into literature, the entertainment and commercial media of today. We will read fictional, ethnographic, and scholarly works; analyze folklore materials; and view movies, television shows, and Internet sites. This course is also approved for College of Arts and Sciences Topics credit (freshmen only). Meets with HON-H203.

G 220 Global Village Colloquium (3 cr.) (Fall)**(S&H) Chelekis Topic:** *Gender in Economic*

Development Did you know that there are Avon salespeople in Amazonian communities and African villages? In fact, economists, political scientists, sociologists, and anthropologists have placed increasing importance on small and micro-businesses as engines of economic development and tools for women’s empowerment in developing countries. We will use the methods and theoretical concepts of anthropology to examine women’s small and micro-businesses in developing countries, as well as development agencies’ programs that encourage women to start small and micro-businesses. This course will emphasize “native” entrepreneurship and the cultural milieu in which development programs are implemented. We will read and discuss cases from South America, West Africa, India, Bangladesh, Thailand, and even the U.S. This course aims to teach students not only about economic anthropology, but how to apply this sub-discipline to real-world issues and public policy by focusing on a major trend around the world.

G 220 Global Village Colloquium (3 cr.) (Fall)**(S&H) Lewis Topic:** *Music and Medicine in*

Global Perspectives Music and medicine have long been intertwined phenomena, and have recently become even more closely linked in the United States with the emergence of the fields of music therapy and the medical humanities. In this class we will examine the ways in which music is embedded in medical systems around topics as diverse as religious healing, drug use, end-of-life care, genocide, autism, and HIV/AIDS. Each case study will include perspectives from a number of fields, including biomedicine,

ethnomusicology, anthropology, Western musicology, public health, and music therapy. In addition, our case studies will take us as far away as Malawi and Malaysia, while also including music-making from within the United States. We will examine these case studies against larger questions of efficacy in cross-cultural applications of musical therapies as well as the ways in which theoretical and disciplinary orientation affect the scope and aims of medical and musical research.

G 220 Global Village Colloquium (3 cr.) (Spring)**(S&H) Holdeman Topic:** *Immigration and Ethnic Identity in the United States***G 291 Study Abroad: Before You Go (1 cr.)**

(Fall) (Second eight weeks) P: *Permission of Office of Overseas Study.* Prepares students for study abroad. Addresses goals and concerns, predeparture matters, life in the host country, strategies for overcoming challenges, and how to integrate experience with post-travel studies.

G 320 Espionage in the Twenty-First Century (3 cr.) (Spring) (S&H) Coyle

G 321 Intelligence and National Security (3 cr.) (Fall) (S&H) Coyle This course will begin with a look at the traditional role of intelligence during wartime and peacetime in American history and focus on the occasions when intelligence played a key role in the success of U.S. foreign policy and when it failed. We will then compare that to the post September 11, 2001, world and how the U.S. Intelligence Community has had to shift its tactics and emphasis to counter non-state terrorist threats. During the Cold War, the threat of massive retaliation against a nation that attacked the United States served as a deterrent to most, but when the attacker today may be only a handful of people motivated by religious, political, or even ecological reasons and willing to be suicide martyrs, this is no longer a practical strategy. The changed threat requires a greater emphasis on Human Intelligence (HUMINT) and we will examine how an American intelligence officer goes about recruiting another person to become a spy. We will also look at the civil liberty issues as the line between foreign and domestic intelligence activities has blurred in order to counter terrorist threats that have no distinction of borders. The course is taught by a 30-year veteran of the CIA.

Greek (CLAS)

See “Foreign Languages.”

Health, Physical Education, and Recreation (HPER)**APPLIED HEALTH SCIENCE****F 150 Introduction to Life Span Human**

Development (3 cr.) (Fall, Spring) This survey course presents a review of human/family development from pre-conception to post-death. It introduces students to the theories, issues, and contemporary thinking concerning

human development. The course focuses on development within the individual’s primary social unit, i.e., the family. Further, contemporary and historical moral and ethical issues related to individual, family, and social development are presented.

F 255 Human Sexuality (3 cr.) (Fall, Spring)

Introductory analysis of the basic scientific concepts, issues, and problems related to human sexual expression in contemporary society. The major objective of the course is to assist students to 1) be more aware and accepting of their own sexual lifestyle and value system; 2) develop an intelligent and responsible sexual lifestyle; and 3) be more aware and accepting of the lifestyles and sexual value systems of others.

F 258 Marriage and Family Interaction (3 cr.)

(Fall, Spring) The primary focus of this course will be on the ways in which students’ experience of family has affected, is affecting, and will affect them as individuals and members of relationships. Both personal and scholarly perspectives are used for students to examine their attitudes, values, and expectations about family life.

F 341 Effects of Divorce on Children (3 cr.)

(Spring) See the Web for description: www.indiana.edu/~deanfac/class.html.

H 150 Pre-School Children’s Health (3 cr.)

(Fall) Obeng The course focuses on causes, prevention, and/or management of the health and safety problems of preschoolaged children. Emphasis is on a coordinated health program approach, including health education involving preschools, families, and community health and social service agencies.

H 160 First Aid and Emergency Care (3 cr.)

(Fall, Spring) Applegate Lecture and demonstration on first aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures. Introduction to CPR (cardiopulmonary resuscitation) included. CPR certification available.

H 170 Health and Surviving the College Years

(3 cr.) (Fall, Spring) This course is aimed at freshman and sophomore students to help them develop healthy lifestyles. It will focus on health concerns of students, including education and prevention in such topics as safety, sexuality, substance use and abuse, stress reduction, communicable diseases, exercise and fitness, nutrition and dieting, emotional health, interpersonal relationships, and budgeting.

H 172 International Health and Social Issues

(3 cr.) (Fall, Spring) The purpose of this course is to sensitize students to world health problems and what worldwide efforts are being made to achieve optimal health for all. Through this course, students will be exposed to non-Western or nondominant cultures and can examine such influences as worldwide politics and economics on the health status of both people and their communities.

H 174 Prevention of Violence in American

Society (3 cr.) (Fall, Spring) (Eight weeks) This course will describe violence in American

society and offer an interdisciplinary approach to preventing violence. It will address the development, causation, and prevention of youth and assaultive violence; abuse of children, spouses, and the elderly; sexual abuse; homicide and suicide; and recovery and reconciliation of victims and offenders.

H 180 Stress Prevention and Management (3 cr.) (Fall, Spring) This comprehensive course on stress management is intended for college students from all fields of study. The course applies several stress management techniques, including time management, deep breathing, progressive muscular relaxation, yoga, and study skills. Students will practice stress reduction techniques outside of class.

H 205 Introduction to Health Education (1 cr.) (Fall, Spring) The purpose of this course is to introduce students to the profession of health education. Topics will include historical perspectives, practice settings, career opportunities, professional ethics, trends, and current issues. Emphasis will also be placed on the relationship between community and school health.

H 220 Death and Dying (3 cr.) (Fall, Spring) Kay Introductory analysis of the dying and death experience with emphasis on the development of healthy personal death awareness. Topics include processes of dying, needs and care of the dying person, grief, legal and consumer aspects, and children and death.

H 235 Obesity and Health (3 cr.) (Fall, Spring) An introduction to the physiological, social, cultural, and behavioral aspects of health weight management and obesity prevention. Topics will also include the impact of obesity on individual, family, and community health. This is a good course for freshmen who are concerned about gaining weight in college.

H 263 Personal Health (3 cr.) (Fall, Spring) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Course content includes topics such as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable disease; safety; and environmental health.

H 305 Women's Health (3 cr.) (Fall, Spring) Examines the relationship of women to health and health care. Five dimensions of health—physical, mental, emotional, social, and spiritual—provide a framework for comparison and contrast of health concerns unique to women and common to both sexes and all ages.

H 306 Men's Health (3 cr.) (Fall, Spring) This course provides an overview of male health issues and addresses the dynamics of male health issues within the broader theoretical framework of the emerging field of men's health studies. Focuses on critical impact of gender on health, social life, and individual experience. Approach is multidisciplinary, cross-cultural, and international in scope. Also involves students' personal reflections.

H 315 Consumer Health (3 cr.) (Fall, Spring) (Eight weeks) Provides students with 1) a model

for making informed health-related consumer decisions; 2) current information involving informed decisions; and 3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

H 318 Drug Use in American Society (3 cr.) (Fall, Spring) An interdisciplinary approach to the study of drug use in America. The course will examine the effects of alcohol, tobacco, and the "illicit" drugs on the physical, mental, and social health of individuals. Upon completion of the course, students will 1) have an increased knowledge of the positive and negative effects of psychoactive drug use; 2) improve (or internalize) attitudes about psychoactive drug use and users; and 3) make appropriate behavioral decisions about the use or nonuse of psychoactive drugs.

H 320 The Nature of Cancer (3 cr.) (Fall, Spring) This course deals mainly with primary and secondary prevention of cancer. Various topics include lifestyle and cancer, causes and types of cancer, methods of detecting and treating cancer, and public attitudes, along with economic and psychological problems involved with cancer. There is frequent use of professional guest speakers who specialize in areas of cancer prevention, treatment, or research.

N 220 Nutrition for Health (3 cr.) (Fall, Spring) Introduction to nutrients, their uses, and food sources. Application of principles to diets for general health is covered. A review of popular topics in nutrition is emphasized. Not for students in dietetics or nutrition science. Three exams and a final. Students complete a project that is a diet, energy, and lifestyle self-analysis for a healthy life.

N 231 Human Nutrition (3 cr.) (Fall, Spring) *P: CHEM-C 101 or equivalent and a course in biology.* This course is for students who are majoring in dietetics, nutrition science, or related areas such as prenursing, pre-dentistry, pre-medicine, athletic training, or pre-allied health sciences. The course focuses on the meaning of human nutrition and the nutrients required by the human body for growth and health. Students will need to demonstrate knowledge of general chemical and physical properties of nutrients that nourish the body and of ways in which the body uses these nutrients; they should also be able to assess the relationship between diet and disease. (Spring term advised.)

S 101 Introduction to Safety Science (3 cr.) (Fall) Provides an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals, including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, health care, training and instruction, system safety, fire protection, and hazardous materials management.

S 151 Legal Aspects of Safety (3 cr.) (Spring) See the Web for description: www.indiana.edu/~deanfac/class.html.

S 201 Introduction to Industrial Hygiene (3 cr.) (Fall) This course presents concepts, principles, and techniques used in the practice of industrial hygiene and includes discussion of the identification, evaluation, and control of occupational health hazards. Provides an orientation to selected instrumentation used to assess the workplace.

S 217 Safety: A Personal Focus (3 cr.) (Fall, Spring) (Second eight weeks) This course reviews how serious injuries and tragedies occur; fundamental factors of safety; and personal issues such as motor vehicle safety, fire safety, natural and human-made disasters, recreational safety, and personal protection. It emphasizes application to the real world with practical tips on how to avoid becoming a statistic and includes a section on occupational safety, leading to a better understanding of safety in the workplace and careers in safety.

KINESIOLOGY

D 111 Core of Dance Techniques (3 cr.) (Fall) *For dance majors and minors only.* An introduction to concert dance techniques, as well as stretching skills to prepare for those techniques. Practice through the use of dance vocabulary and theory will be emphasized.

D 121 Techniques of Movement Improvisation (1 cr.) (Fall) *For dance majors and minors only.* Experiences in creative movement expression through participation in structured dance activities.

D 331 Dance: Expression and Art Form (3 cr.) (Spring)

P 140 Foundations and Principles of Physical Education (3 cr.) (Fall, Spring) C: P 141. Introduction to kinesiology as a discipline and physical education as a subdiscipline for students interested in teaching physical education. Historical and philosophical perspectives on physical education as a profession. Required for admission to the Physical Education Teacher Education (PETE) Program.

P 141 Fundamentals of Human Movement (2 cr.) (Fall, Spring) C: P 140. Introduction to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, and skills for effective teaching. Analysis, evaluation, and development of personal movement and sport skills. Required for admission to the Physical Education Teacher Education (PETE) Program.

P 200 Microcomputer Applications in Kinesiology (3 cr.) (Fall, Spring) A hands-on introduction to use of microcomputers as problem-solving tools in kinesiology. Application programs in word processing, graphics, data management, and spreadsheets applied to specific problems in physical education, athletics, and sports.

P 205 Structural Kinesiology (3 cr.) (Fall, Spring, Summer) Overview of basic human body structures and functions; appropriate for beginning students in physical education. Fundamental concepts concerning the interaction of biological and mechanical aspects

of the musculoskeletal and neuromuscular structures are stressed. Emphasis on practical application to study and teaching of skilled human movement.

P 211 Introduction to Sport Management (3 cr.) (Fall, Spring) Sailes An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis will be given to career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

P 212 Introduction to Exercise Science (3 cr.) (Fall, Spring, Summer) Henson An introduction to the science of exercise and human movement. Special topics in exercise physiology, sport biomechanics, sports medicine, and motor integration.

P 213 Introduction to Sport Communication (3 cr.) (Fall) An introduction to the area of sport communication. Emphasis is placed on the fields within sport communication, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

P 216 Current Concepts and Applications in Physical Fitness (3 cr.) (Fall, Spring) Miller Introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles, and guidelines for fitness exercise and related activities; physical fitness assessment data used to plan and carry out a personal fitness program.

P 219 Performance and Teaching of Stunts, Tumbling, and Novice Gymnastics (1 cr.) (Fall, Spring) Instruction and practice teaching of fundamental stunts, tumbling activities, and novice gymnastic movements. Primarily for students in the Physical Education Teacher Education (PETE) Program.

P 224 Teaching Dance Activities (2 cr.) (Fall, Spring) Hamm Methods and materials of folk, square, social, and modern dance. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on planning dance units and teaching of dances. Fundamentals of locomotor and nonlocomotor skills as well as experiences in creative movement activities. Instruction in rhythmic movement progressions and development of materials for unit plans.

P 280 Basic Prevention and Care of Athletic Injuries (2 cr.) (Fall, Spring, Summer) An introduction to the principles of injury prevention. Lecture and demonstration of emergency measures to treat, for example, fractures, sprains, dislocations, and spinal injuries. Skill training in bandaging, strapping, splinting techniques.

P 290 Movement Experiences for Preschool and Elementary School Children (2 cr.) (Spring)

P 392 Sport in American Society (3 cr.) (Spring)

T 142 Living Well (3 cr.) (Fall, Spring) Students will develop an understanding of themselves,

their sense of responsibility to others, and their knowledge of wellness dimensions to become curious, independent, and responsible participants in their communities. Students will be able to analyze problems, generate solutions, pose questions, and construct defensible answers based on reason and appropriate evidence to make sound decisions regarding their mental, emotional, social, and physical wellness in order to enhance their happiness and quality of life.

PHYSICAL ACTIVITY INSTRUCTION

All physical education courses with an "E" prefix are open to any student.

Course syllabi for activity classes (HPER E classes) may be obtained at www.indiana.edu/~paip/syllabi.html

HPER-E 100 Experiences in Physical Activity topics taught in fall-spring 2008-2009 include the following:

E 100 Capoeira Angola (1 cr.) (Fall, Spring) In this course students will learn the elementary concepts, techniques, and cultural foundations of the South American art of Capoeira characterized by playful, ritualized games, which combine elements of dancing, combat and music while stressing interaction between the two players and the musicians and observers.

E 100 Hip Hop (1cr.) (Fall) This course will examine beginning hip hop dance technique through floor and center exercise and movement combinations, as well as encourage appreciation of hip hop dance as a form of expression and culture through technical and aesthetic study.

E 100 Intermediate Escrima (1 cr.) (Fall, Spring) *P: E 157 Escrima.* Instruction in weapon-based and empty-hand concepts and drills taken from the Inosanto/Lacost Kali blend and Lameco Escrima. Students should achieve rudimentary technical skill and learn the philosophy and concepts used in this stick-based martial art as well as applying these concepts to empty-hand martial art practice. Focus is placed on footwork, body posturing, weapon control, flow-drills, and disarms. This course builds on the skill sets developed in E 157.

E 100 Intermediate Weight Training (1 cr.) (Fall, Spring) This course introduces and uses intermediate and advanced resistance training concepts to provide the student the opportunity to formulate and perform individualized weight training routines incorporating various training methods.

E 100 Pilates (1 cr.) (Fall, Spring) A full body system of specific sequenced exercise performed on a mat or specifically designed equipment. The method is based on the concepts of awareness, balance, centering, concentration, control, flowing movement, and precision.

E 100 Pre-Yoga (1 cr.) (Fall, Spring) To provide a basic understanding of Hatha Yoga. Throughout the semester we will learn poses and build flow sequences that incorporate the entire body. Including, but not limited to, breath and body awareness, correct alignment of poses, counter

poses, preparatory poses and modifications of poses, strengthening and stretching muscles, stimulating all systems of the body, relaxation of the body. The goal is to develop the ability to continue a personal yoga practice independently.

E 100 Police Defense Tactics (1 cr.) (Spring)

E 100 Techniques of Stress Reduction (1 cr.) (Fall, Spring) Participants will practice effective stress reduction techniques including controlled breathing patterns, guided imagery, meditation, and attention strengthening physical activities. A conceptual framework that describes how the various techniques surveyed and practiced contribute to reducing acute and chronic stress responses will also be presented in lecture and written format. Participants will develop sufficient skill and basic techniques for effective reduction of stress and muscle tension, increased attention control, improved academic performance, and immune system strengthening.

E 100 Police Defense Tactics (1 cr.) (Spring) Open to police officers, cadets, and martial arts instructors, or with consent of instructor.

E 102 Group Exercise (1 cr.) (Fall, Spring, Summer) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, and coordination through rhythmic body movement. Only S/F grades.

E 103 Archery (1 cr.) (Fall, Spring) Instruction in archery skills, including care and construction of tackle. Instruction follows guidelines of the Outdoor Education Project of AAHPERD. Emphasis on fundamental skills and shooting form.

E 105 Badminton (1 cr.) (Spring)

E 106 Bass Fishing Techniques (1 cr.) (Fall, Spring) Basic and innovative techniques for catching large mouth bass. This course is an overview of techniques involved in catching bass, conservation of the species, and long range goals for its maintenance. Lecture only.

E 109 Ballroom and Social Dance (1 cr.) (Fall, Spring) Students will learn steps and patterns in the following six dances: waltz, tango, fox-trot, cha-cha, rumba, and swing / jive. As part of the learning process of social dancing, students will rotate partners during the class period. In order to increase the time spent dancing, female students will also learn to dance the leader's part. For this purpose, students will be rotated alphabetically.

E 111 Basketball (1 cr.) (Fall, Spring) Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

E 112 Bicycling (1 cr.) (Fall, Spring) Beginning instruction in the principles of fitness through a cycling program. Proper riding technique, safety, and other features of competitive and recreational cycling are discussed. Lecture only.

E 113 Billiards (1 cr.) (Fall, Spring) Instruction in basic skills, including bridge forming, stroke techniques, basic shots, and ball spin. Fee charged.

E 117 Bowling (1 cr.) (Fall, Spring) Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette. Fee charged.

E 119 Personal Fitness (2 cr.) (Fall, Spring, Summer) Personal Fitness helps students understand the basics of physical fitness and how being physically fit relates to healthy living. Emphasis is on developing a personalized program of exercise for a lifetime of beneficial physical activity. This course is geared to all students. The class consists of one classroom lecture along with two or three activity workouts each week. The labs consist of group exercise, aquatic conditioning, fitness and jogging, conditioning, and weight training. Fee charged.

E 127 Fencing (1 cr.) (Fall, Spring) Instruction in guard position, footwork, and basic defensive and offensive skills. Emphasis on fencing with foil and epee and overview of the sabre. Fee charged.

E 130 Army Physical Fitness (2 cr.) (Fall) The path to total fitness requires a combination of physical conditioning, mental conditioning, and common-sense dietary considerations. Army Physical Fitness is for those willing to accept a disciplined regimen proven to lead to total fitness.

E 133 Fitness and Jogging I (1 cr.) (Fall, Spring, Summer) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs. Only S/F grades given.

E 134 Middle Eastern Dance (1 cr.) (Fall, Spring) This course focuses on the classical solo women's dance of the Middle East that is popularly known as belly dance. This dance will improve flexibility, strength, conditioning, rhythm, and coordination. Class involves warm-ups and stretches and progresses to short dance combinations, choreographies, and improvisational exercises accompanied by traditional and world music. Basic technique, parts of a dance, traditional rhythms, and finger cymbal accompaniment will be covered. Additional topics include history and cultural context and basic costuming.

E 135 Golf (1 cr.) (Fall, First eight weeks; Summer) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Course includes rules and etiquette of golf. Students play on par-three course. Fee charged.

E 140 Brazilian Ju-Jitsu (1 cr.) (Fall, Spring) Instruction in the basic techniques and concepts of the martial sport of Brazilian Ju-Jitsu including basic ground fighting techniques, throwing, joint locks, chokes, and some self-defense.

E 143 Modern Arnis (1 cr.) (Fall, Spring) A Philippine martial art, as taught by Remy Amador Presas and the IMAF (International Modern Arnis Federation). This includes the

use of canes, empty hands, feet, knife, and grappling, and learning how to flow from one technique to another, ultimately learning the basis for Tapi-Tapi (literally translated as counter for counter)

E 145 Introduction to Martial Arts (2 cr.) (Fall, Spring) Includes karate, hapkido, ju-jitsu, judo, aikido, kung-fu, boxing, and wrestling. Learn the core concepts of each art and gain a working understanding of what the martial arts are all about and the differences among them.

E 146 Jeet Kune Do Concepts (1 cr.) (Fall, Spring) Instruction in the basic concepts of Jeet Kune Do philosophy and techniques derived from Jun-fan Kickboxing and Wing-chun. Students should achieve rudimentary technical skill in the art of Jun-fan Kickboxing and Wing-chun and learn the philosophy of Jeet Kune Do.

E 147 Hapkido (1 cr.) (Fall, Spring, Summer) Instruction in techniques for throwing, blocking, striking, kicking, and self-defense applications of joint locks. Student should achieve technical skill level of yellow belt. Evaluation: Written and skills tests, class participation. Judo uniform required.

E 148 T'ai Chi Ch'uan (1 cr.) (Fall, Spring) Introduction to the slow, soft movement of t'ai chi ch'uan. Course provides instruction in William C. C. Chen's 60-movement form, physics of body leverage, history, philosophy, and cultural context. One of the most popular forms of exercise in China today.

E 149 Judo (1 cr.) (Fall, Spring) Basic instruction in the fundamental skills of judo to provide students with an understanding and appreciation for the physical and mental fundamentals to participate in the sport of judo. Includes throwing, grappling, and self-defense. Student should achieve the technical skill level of Go-kyu or yellow belt.

E 150 Tae Kwon Do (1 cr.) (Fall, Spring) Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense. Students should achieve technical level of yellow belt. Karate uniform required.

E 151 Self-Defense (1 cr.) (Fall, Spring, Summer) Instruction on practical, reality-based self-defense techniques and concepts for a variety of situations. Striking, kicking, ground fighting, and standing grappling are covered. Sexual assault awareness, avoidance, and conflict de-escalation are stressed. Uniform required.

E 152 Japanese Ju-Jitsu (1 cr.) (Fall, Spring) This course will introduce you to Small Circle Ju-Jitsu, a system founded by Prof. Wally Jay that emphasizes standing defense using joint locks, strikes, and throws. Prof. Jay is the most famous of all American ju-jitsu instructors and is now retired. Small Circle Ju-Jitsu is now headed by his son, Leon Jay.

E 153 Aikido (1 cr.) (Fall, Spring) This course will introduce the student to basic skills and elements of Aikido techniques and the world of the traditional Japanese dojo. Class will include

warm-up stretching, practice with partners, and line drills. Simple strikes, pins, and *ukemi* (rolling and falling) will be demonstrated by the students. Understanding proper etiquette, terminology, and related concepts will be assessed throughout the course and will be addressed in the written portion of grading.

E 154 Beginning Tap Dance (1 cr.) (Fall, Spring) An introduction to the technique and styles of tap dancing, which focuses on rhythmic accuracy and efficiency of movement.

E 155 Modern Dance (1 cr.) (Fall, Spring) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.

E 156 Introduction to Jazz Dance Technique (1 cr.) (Fall, Spring, Summer) An introduction to the modern jazz style of movement as it integrates with sound biomechanics. Phrasing, dynamics, and other qualities will be discussed.

E 157 Escrima (1 cr.) (Fall, Spring) Instruction in basic weapon handling and self-defense using concepts and drills taken from the Inosanto/Kali blend and Lameco Escrima. Students should achieve rudimentary technical skill and learn the philosophy and concepts used in stickbased martial art practice as well as applying these concepts to empty-hand martial art practice. Focus is placed on footwork, posturing, weapon control, flow drills, and disarms.

E 158 Shotokan Karate (1 cr.) (Fall, Spring) Learn elementary striking and kicking concepts and techniques of the Japanese art of Shotokan Karate.

E 159 Racquetball (1 cr.) (Fall, Spring) Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

E 164 Sailing (2 cr.) (Fall, Spring, Summer) Beginning instruction in the principles of sailing. Rigging, proper sailing technique, and other features of small-craft sailing will be discussed. Only S/F grades given. Fee charged.

E 165 Soccer (1 cr.) (Fall) Instruction in fundamental techniques, rules, basic team tactics, and strategies. Emphasis on competitive game scrimmages and fundamental drills.

E 168 Swimming for Nonswimmers (1 cr.) (Fall, Spring) Beginning instruction in self-rescue remedial swimming skills and several basic strokes. For the student with no swimming skills.

E 181 Tennis (1 cr.) (Fall, Spring, Summer) Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women's, men's, and mixed doubles. Fee charged.

E 185 Volleyball (1 cr.) (Fall, Spring) Instruction in fundamental skills of power volleyball. Emphasis on floater and jump serve, pass, set, dig, and attack. Team offensive and defensive strategies included.

E 187 Weight Training (1 cr.) (Fall, Spring, Summer) Instruction in basic principles and

techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Only S/F grades given.

E 190 Yoga I (1 cr.) (Fall, Spring, Summer)

General introduction: history and explanation of the system of yoga, along with opening (diaphragmatic) breathing exercises (pranayama) and six basic toning exercises (asanas)—twisting, forward bend, bridge, sitting, balance, and relaxation.

E 197 Ice Skating Instruction (1 cr.) (Fall, Spring)

Beginning instruction on mechanics of skating, such as stride, crossover, stopping, and backward skating. S/F grade. Fee charged.

E 203 Intermediate Archery (1 cr.) (Spring)

E 209 Ballroom and Social Dancing II (1 cr.) (Fall, Spring) This class will continue with the basic steps and techniques of popular ballroom and social dances that were introduced in E109. This course will focus primarily on movement, but will also include information on the music and history of the dances.

E 217 Intermediate Bowling (1 cr.) (Fall, Spring)

This course will introduce the student to the intermediate training concepts including technique, progression, and safety.

E 211 Advanced Basketball (1 cr.) (Fall, Spring)

Review of fundamental basketball skills, including passing, dribbling, shooting, rebounding, and defense. Instruction in the principles of motion offense, including spacing, screening, rebounding, and passing. Instruction in man-to-man defense and zone defenses.

E 220 Training Theories for Endurance Events (2 cr.) (Fall)

A general survey of theories and techniques associated with training for endurance-type activities. Designed for the self-coached athlete and aspiring coach. Applicable to running, cycling, and swimming.

E 227 Intermediate Fencing (1 cr.) (Fall, Spring)

P: E 127 or consent of instructor. Builds upon basic knowledge of fencing. Instruction of advanced skills and new techniques with an emphasis on the tactical aspect of fencing at a competitive level. Fee charged.

E 230 Advanced Army Physical Fitness (2 cr.) (Spring)

P: E 130 or consent of instructor.

E 235 Intermediate Golf (1 cr.) (Fall, Summer)

The course builds on and refines the basic fundamentals of swing motion. Ball flight control is introduced, with more in-depth swing analysis. Students play on championship course. Fee charged.

E 240 Intermediate Brazilian Ju-Jitsu (1 cr.) (Fall, Spring)

P: HPER-E 140 or instructor permission. Instruction in intermediate ground-fighting techniques, throwing, joint locks, chokes, and some self-defense derived from Caique Brazilian Ju-Jitsu. Students should achieve intermediate technical skill and learn the philosophy and concepts used in ground fighting martial art practice as well as applying these concepts to competitive ground fighting. Focus is placed on body posturing, position control, flow-drills, and submission techniques

for competition. Students should achieve yellow belt proficiency.

E 244 Intermediate Chi Gong (1 cr.) (Fall, Spring)

P: HPER-E 144 or instructor permission. Introduces chi-lel qigong (chi gong) Level II, the body and mind method, and enhances skills in lift chi up/pour chi down, Level I. Chi-lel qigong techniques of tension release and restoration will be taught. Based on ancient qigong (chi gong) practices, chi-lel qigong is restorative art that includes a series of movements, visualizations, and related methods such as standing meditation. Students will achieve basic proficiency in the second level of this practice.

E 245 Cultures and Traditions of the Martial Arts (2 cr.) (Fall, Spring)

E 246 Intermediate Jeet Kune Do Concepts (1 cr.) (Fall, Spring) *P: HPER-E 146 or instructor permission.* Instruction in core concepts of Jeet Kune Do philosophy and techniques derived from Jun-fan kickboxing and Wing-chun. Students should achieve intermediate technical skill in the art of Jun-fan kickboxing and Wing-chun and continue to grow in their comprehension of the philosophy and concept for Jeet Kune Do. Focus is placed on individual development and the application of basic techniques toward more advanced, dynamic training.

E 247 Intermediate Hapkido (1 cr.) (Fall, Spring)

P: E 147 Designed to give students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced application of basic hapkido techniques and self-defense. Students should achieve the technical level of purple belt in hapkido.

E 248 Intermediate T'ai Chi Ch'uan (1 cr.) (Fall, Spring)

P: E 148 or consent of instructor. The intermediate class examines the everyday practice of t'ai chi ch'uan. Course presents refinement of William C. C. Chen's 60-movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic and philosophic concepts.

E 249 Intermediate Judo (1 cr.) (Fall, Spring)

P: E 149. Instruction in the fundamental skills of intermediate judo. Includes directional throwing, grappling, and self-defense. Student should achieve the technical skill level of Yonkyu or green belt. Uniform required.

E 250 Intermediate Tae Kwon Do (1 cr.) (Fall, Spring)

P: E 150 and Yellow belt technical level or consent of the instructor. Tae kwon do and shotokan sections. Survey course designed to give students increased understanding and appreciation of the art of tae kwon do (Korean karate). Content emphasis involves intermediate applications of basic techniques, one-step sparring, forms, and free fighting drills and combinations. Students should achieve the technical skill level of a purple belt in tae kwon do.

E 254 Intermediate Tap Dance (1 cr.) (Fall, Spring)

P: At least one semester (or equivalent) of previous training. Second-level course in the

technique and styles of tap dance and the use of tap steps to create original choreography. Development of tap as a musical and visual art form.

E 255 Intermediate Modern Dance (1 cr.) (Fall, Spring)

P: E 155 or consent of instructor. Intermediate modern dance with emphasis on basic concepts of Laban movement analysis, clarity of technique and style, and composition.

E 256 Intermediate Jazz Dance (1 cr.) (Fall, Spring)

A continuation of instruction in the modern jazz style of movement introduced in E 156, with special emphasis on movement efficiency, precision and clarity.

E 264 Intermediate Sailing (2 cr.) (Spring, Summer)

E 268 Intermediate Swimming (1 cr.) (Fall, Spring) Low-intensity endurance training, stroke mechanics for basic strokes. Grading based on laps swum.

E 270 Introduction to Scientific Scuba (2 cr.) (Fall, Spring, Summer)

Introduction to the theory and practical skills for basic scuba. Program designed to give participants knowledge of physics and physiology as applied to breathing with a "self-contained underwater breathing apparatus" (SCUBA). Swimming ability and good health required. A non-certification course. Fee charged.

E 272 Scuba Knowledge Development (1 cr.) (Fall)

Beeker This course is intended to help students develop knowledge of scuba diving through an interactive Professional Association of Diving Instructors (PADI) Openwater CD-ROM and IU Web-delivered quizzes and exams. Course content includes all knowledge necessary for safe diving practices and provides PADI Knowledge Development Referral as partial requirement for scuba certification. Course may be taken alone or combined with PADI Confined Water Skills for Openwater Certification Referral.

Students complete five modules using the PADI CD-ROM and the Knowledge Review at the end of each module. After submission of homework via IU Oncourse, students take a quiz on each section. For final evaluation, students will complete the PADI OW exam under the supervision of an IU instructor or a designated IU representative. Successful completion of all materials will result in Openwater Knowledge Development Referral, valid for 12 months, which can be used toward PADI certification in scuba.

E 275 Aquatic Conditioning (1 cr.) (Fall, Spring)

Students obtain aerobic capacity using water, equipment, and other useful techniques, skills, or ideas. S/F grade.

E 281 Intermediate Tennis (1 cr.) (Fall, Spring)

P: E 181. Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies. Fee charged.

E 285 Advanced Volleyball (1 cr.) (Spring)

P: E 185

E 290 Yoga II (1 cr.) (Fall, Spring) *P: E 190*
Continuation of E 190. Emphasis on breath and release work. Energizing and strengthening value of standing poses featured.

E 335 Advanced Golf (1 cr.) (Fall, First eight weeks; Summer) Emphasizes stroke refinement, course management, strategy, and self-analysis and correction. Handicap of 15 or less. Fee charged.

E 340 Advanced Brazilian Ju-Jitsu (1 cr.) (Fall, Spring) *Hper-E 140, E 240 or instructor consent.*
Instruction in advanced ground fighting techniques, throwing, joint locks, chokes, and some self-defense derived from Caique Brazilian Ju-Jitsu. Students should achieve advanced technical skill and be well practiced in the philosophy and concepts used in ground-fighting martial art practice as well as applying these concepts to competitive ground fighting. Focus is placed on position control, flow, and submission techniques. Competition is stressed. Students should achieve advanced yellow belt proficiency.

E 347 Advanced Hapkido (1 cr.) (Fall, Spring)
P: E 147 Gives students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced application of hapkido techniques and self-defense. Students should achieve the technical level of blue belt in hapkido by midterm and brown belt by the end of the semester.

E 348 T'ai Shou (Push Hands) (1 cr.) (Fall, Spring) *P: E 248 or consent of instructor.*
Introduction to the techniques, skills, and strategies of T'ai Chi Ch'uan T'ai Shou (Push Hands). Course provides instruction and practice of Yang Style.

E 350 Advanced Tae Kwon Do (1 cr.) (Fall, Spring) *P: E 250* Gives students an increased understanding and an appreciation of the arts of karate and tae kwon do. Content emphasis involves advanced applications of basic tae kwon do techniques, one-step sparring, forms, and introduction of free fighting. Students should achieve the technical level of blue belt in tae kwon do (Korean karate) by midterm and a brown belt by the end of the semester.

E 354 Advanced Tap Dance (1 cr.) (Fall, Spring)
P: E 254. See the Web for description: www.indiana.edu/~deanfac/class.html.

E 355 Modern Dance I, Advanced (1 cr.) (Fall, Spring) *P: E 255* Allowing the student to develop a higher level of technical proficiency, advanced modern dance places emphasis on the performance of longer, more complex movement patterns and individual creative work.

E 370 Scuba Certification (2 cr.) (Fall, Spring)
P or C: E 270 or consent of instructor. National scuba certification for recreational divers. E 370 will incorporate highlights of advanced scuba. Includes lectures and pool sessions to enable students to participate in openwater diving experiences and advanced certification. Swimming ability and scuba medical history form required. S/F grading. Fee charged.

E 371 Advanced Scuba (3 cr.) (Fall, Spring)

P: E 370 or national scuba certification. Provides students with practical knowledge in advanced scuba. Topics include natural and compass navigation, search and recovery, night or limited visibility, and specialty and deep diving knowledge.

E 374 Keelboat and Powerboat Safety (2 cr.) (Fall) This course provides in-depth presentations on boating safety issues, including boating terminology, design, environmental conditions, operation, navigation, emergency equipment, laws, and rules of the road. Labs provide an onwater experience with keelboats and powerboats. Successful completion of the course will provide a Safe Boating Certification from U.S. Powerboating.

E 445 Independent Study of the Martial Arts (1 cr.) (Fall, Spring) Allows advanced students in the IU Martial Arts Program to continue their training and personal development in preparation for their instructor's certification in their respective art. Students in this course will meet with the IU Martial Arts Program Coordinator to discuss the personal and professional goals they have set for the semester. Focus will be placed upon teaching pedagogy, independent exploration into cross training with martial arts outside their area of expertise, and training regimen to ensure a prepared and well-rounded student. Completion of this course should coincide with the student's achievement of instructor certification.

E 447 Advanced Hapkido II (1 cr.) (Fall, Spring)
P: Brown belt (third kup) or higher technical level or consent of instructor. Designed to be a black belt preparation class and to give students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced applications of hapkido techniques and self-defense. Students should achieve the technical level of a red belt (second kup) or higher in hapkido by finals. Uniform required.

E 448 T'ai Chi Ch'uan Sword (1 cr.) (Fall)
P: E 148 and E 248 or consent of instructor. Master William C. C. Chen's 64 Movement t'ai chi ch'uan sword form refines the continuous flowing movement introduced in the t'ai chi ch'uan solo form. Students gain practical experience in the body mechanics of t'ai chi ch'uan through the larger, faster movements and the use of a hand-held object. This practice continues the meditative technique of t'ai chi ch'uan, which develops the ability to shift both physical and psychological focus.

E 450 Advanced Tae Kwon Do II (1 cr.) (Fall, Spring) *P: Brown belt (third kup) or higher technical level or consent of instructor.* Designed to be a black belt preparation class and to give students increased understanding and appreciation of the arts of karate and tae kwon do. Content emphasis involves advanced applications of basic tae kwon do techniques, one-step sparring, forms, and introduction to free fighting. Students should achieve technical level of red belt (second kup) or higher in tae kwon do (Korean karate) by finals. Uniform required.

E 456 Advanced Jazz Dance (2 cr.) (Fall, Spring)
P: E 156, E 255, E 256, or permission of instructor.

A continuation of instruction in the modern jazz style of movement studied in E 256, with special emphasis on movement precision, clarity, and performance style. Students should be able to demonstrate an understanding of alignment and a mastery of advanced jazz-level combinations; advanced and improved movement memory; clarity, precision, and musicality; and stylistic differences through the performance of aforementioned movement combinations.

E 457 Jazz Dance Repertory (1 cr.) (Fall) This course provides students an opportunity to learn original choreography or recreate a piece of established and/or well-known choreography, as well as collaborate in the creation of original choreography in a classroom environment. Students will experience firsthand the choreographic process, as well as build on technical, performance, and learning skills.

E 470 Diver Safety and Rescue (3 cr.) (Fall)
P: Scuba certification. This course is designed to equip an intermediate to advanced diver with the knowledge and skills necessary to fulfill the role of Diving Safety Officer. Topics include, but are not limited to, supervising scientific diving activities, dive theory, risk management, boating safety, emergency plans, and equipment safety. This course is not a Rescue Diver or Divemaster certification class, although you will complete many of the requirements toward those certifications.

E 475 Lifeguard Certification (1 cr.) (Fall)
P: Must be able to swim 300 yards continuously.
Instructor will prepare individuals to more effectively assume the duties and responsibilities of lifeguarding at pools and protected open-water beaches.

E 477 Water Safety Instructor (1 cr.) (Fall, Spring) Courses prescribed by the American Red Cross. Satisfactory completion of the requirements qualifies the student to teach swimming through the Advanced Life Saving Level and Part I of the American Red Cross Water Safety Program.

RECREATION, PARK, AND TOURISM STUDIES

R 160 Foundation of Recreation and Leisure (3 cr.) (Fall, Spring) An introductory course for the recreation and leisure service field, designed primarily for students majoring in, or exploring a major in, recreation and park administration. It includes a survey of agencies that provide leisure services, as well as an introduction to the philosophy, sociology, psychology, and history of the recreation movement.

R 180 Participant Leadership Development (1 cr.) (Fall, Spring) Designed to provide students with an opportunity to study and apply leadership skills that are gained as a participant in an organization, athletic team, or club. This course offers students the potential to enhance their personal and professional life by developing personal and group leadership skills in coordination with their approved student organization advisor/mentor and the instructor.

R 181 Organizational Leadership Development

(1 cr.) (Fall, Spring) An interactive online course blended with four one-hour structured classroom meetings. Offers students the opportunity to develop advanced skills as an organizational leader. Topics include motivating others, teamwork, and integrity. Students will develop their own personal leadership plan.

R 231 Careers in Leisure Services (3 cr.) (Fall, Spring) This course provides an accurate, comprehensive understanding of the overall leisure-service field. Ten professional areas are focused upon in terms of employment and career opportunities and the national professional organizations promoting them. Steps of the job search process will be covered to assist in making career-planning choices.

R 236 Tourism and Commercial Recreation (3 cr.) (Fall, Spring) Analysis of private, commercial, and industrial recreation fields, focusing on economic impact, marketing strategies, consumer protection, and career opportunities.

R 250 Introduction to Equine-Assisted Activities (3 cr.) (Fall) This course provides students the opportunities to learn about the therapeutic benefits of equine-assisted activities. An overview of the history, organization, principles, and procedures in equine-assisted activity programs for persons with disabilities and at-risk youth.

R 270 Inclusive Recreation Services (3 cr.) (Fall, Spring) The purpose of this course is to transmit understanding regarding the provision of leisure opportunities to persons who have traditionally been excluded from the mainstream of recreation and leisure services in the United States, with particular attention to those individuals with disabilities.

R 271 Dynamics of Outdoor Recreation (3 cr.) (Spring) *P: R 160.* See the Web for description: www.indiana.edu/~deanfac/class.html

Hebrew (JSTU)

See "Foreign Languages."

Hindi (INST)

See "Foreign Languages."

History (HIST)

A 205 Asian American History (3 cr.) (Fall) (S&H) Wu This course examines the history of Asian migration to the United States from the mid-nineteenth century to the present as part of the making of a "Pacific World." Major themes to be explored include community formation, race, citizenship, nation, and transnationalism.

A 207 Introduction to Native American History (3 cr.) (Fall) (S&H) Snyder This introductory course surveys the history of Native peoples of North America from the earliest times through the present. Through lectures, readings, and discussions, the class focuses on four major themes: cultural and historical diversity among

Native people, Native agency, cultural exchange between American Indians and African and European newcomers, and Native survival. The goals of this course are to provide students with a broad understanding of Native American history, to prepare students for more advanced coursework in Native Studies, and to enhance students' understanding of colonialism, American history, and the history of the Atlantic world.

A 265 Gender and Sexuality in American History (3 cr.) Fall (S&H) Gamber This is not a course about "naked people," as *BC Magazine* once described an earlier version. Instead it is a course that combines conventional historical topics with unconventional themes. "Gender and Sexuality in American History" examines how gender (the ways in which various societies define what it means to be a "man" or a "woman") and changing attitudes toward sexual behaviors influenced selected issues and events in American history. We will consider the European "discovery" of America, the industrial revolution, race relations in the "Old" and "New" South, the Spanish American War, and the Cold War. We'll examine the relevance of issues that we often think of as "private" to political and economic history. We'll focus on sources such as visual images, songs, novels, and films in order to understand how Americans themselves viewed the relationship between gender and sexuality, on one hand, and political, social and economic events, on the other.

B 204 Medieval Heroes (3 cr.) (Fall) (S&H) Shopkow This course is an introduction to the history of the Middle Ages in western Europe through its heroes. What made people heroes in the Middle Ages? Who can be a hero? Who can become a heroine? How did changes in medieval society create changes in people's thinking about heroes? And how do modern people see these medieval heroes? We will look at a mix of figures to represent the three periods of the Middle Ages: the early Middle Ages (c. 300–c. 1000), the high Middle Ages (c. 1000–c. 1300), and the later Middle Ages (c. 1300–c. 1500). There are all kinds of heroes: saints, outlaws, kings, and legends. We'll look at what was going on when their stories were written and why they became significant heroes.

B 226: Mafia and Other Italian Mysteries (3 cr.) (Fall) (S&H) Ipsen This course will focus primarily on the Italian mafia. The main text will be John Dickie's *Cosa Nostra: A History of the Sicilian Mafia*. That work does also explore links to the U.S. mafia. In addition to the mafia, we will look at related areas of Italian "deep politics" (or Italy's mysteries), including some (but probably not all) of the following: Salvatore Giuliano, right and left wing terror and the strategy of tension, the Vatican banking scandal, P2, Ustica. Lecture and discussion will be supplemented with assorted feature and documentary films. Students will complete a series of short written assignments and quizzes as well as "blue book" mid-term and final exams.

C 210 The Making of the Modern Middle East (3 cr.) (Fall) (S&H) Martin Meets with NELC-N

204. See NELC-N 204 for description.

D 102 Icon and Axe: Russia to 1861 (3 cr.) (Fall) (S&H) Ransel Introduction to main events and issues in Russian history from earliest times to Crimean War in mid-nineteenth century. Covers foundation of a great Slavic state in the Eurasian plan, the Kievan era of early state building, colorful rulers such as Ivan the Terrible, Peter the Great, and Catherine the Great.

D 103 Russia from 1861 to Present (3 cr.) (Spring) (S&H) Ransel

D200 Issues in Russian/East European History (3 cr.) Fall (S&H) Kuromiya Topic: Russian History through Films This course examines important issues in Russian history through films, both artistic and documentary. Combines lectures with viewing of films and discussion. The requirements include weekly journals and a final essay. Viewing is mandatory. Films include: *Boris Godunov*, *Ivan the Terrible*, *Peter the Great*, *Battlehip Potemkin*, *October* and *Defense Counsel Sedov*.

G 101 East Asia in World History (3 cr) Fall (S&H) Muehlhahn This lecture course examines the interactions of East Asia with the rest of the world and the relationships of each of the East Asian countries with each other, from 500 BC to the twentieth century. The primary focus is on China and Japan, with some reference to Korea, Vietnam, and Central Eurasia. We ask how international diplomatic, commercial, military, religious, and cultural relationships joined with internal processes to direct the development of East Asian societies, and we address perceptions and misperceptions of each other by East Asians and foreigners. The course sweeps over large regions of time and space. It aims to put the contemporary discussion of globalization into historical perspective by examining the long-lasting interactions and exchanges in East Asia. Topics include: global silver and trade flows, warfare and military technology, imperial domination and revolutionary resistance, and the role of historical memory. Sources include historical documents, maps, pictures, and films.

H 101 The World in the Twentieth Century I (3 cr.) (Fall) (S&H) Guardino This introductory course presumes no previous knowledge of world history. We shall examine some of the momentous changes that took place in the first half of the century and which affected people worldwide. Topics include colonialism, war and peace, industrialism, feminism, fascism, and socialism. Analyzing these trends and issues will help us understand how the world we live in came to be, and examining the experiences of people from the past will help us understand our own humanity. We will read a textbook, selected primary sources, two novels, and a memoir. There will be three exams and short reading quizzes.

H 102 The World in the Twentieth Century II (3 cr.) (Spring)

H 103 Europe: Renaissance to Napoleon (3 cr.) (Fall) (S&H) Field This is a basic survey course in European history from the Renaissance through Napoleon. The lectures focus on two areas of great historical change: 1) cultural and

intellectual (Renaissance, Reformation, Scientific Revolution, and Enlightenment); and 2) socio-political (Renaissance urban economies, rise of the nation-state, beginnings of capitalism, Enlightened despotism, and causes of the French Revolution). The course will emphasize the reading and analysis of primary sources.

H 104 Europe: Napoleon to the Present (3 cr.) (Spring) (S&H) Kenney

H 105 American History I (3 cr.) (Fall) (S&H) Dierks This course provides a topical introduction to American history, from the era of Columbus's exploration of the "New World" through the era of the American Civil War. As our guiding themes we will focus on cultural tensions between freedom and unfreedom, between equality and inequality, and between prosperity and poverty. Has it ever, for example, been possible in American history to imagine "equality" without at the same time excluding some people? In examining such cultural tensions, we will look in particular at how notions of gender, class, and race have changed over time, first in a "colonial" context when European peoples sought to transfer ideals and practices to the challenging new environment of North America, and then in a "postcolonial" context when competing social groups struggled for position in the young American nation. Throughout the course, we will situate North America and then the United States not only in a multicultural but also in a global context. Reading assignments feature "primary source" documents written by people in the past; writing assignments entail three short papers and a take-home final exam.

H 105 American History I (3 cr.) (Fall) (S&H) Grossberg This course examines the history of what would become the United States from initial European colonization to the Civil War. It is designed to introduce students to the study of American history. The course will be divided into three eras: colonial, revolutionary, and antebellum. In each era, students will examine the interrelationship of social, political, economic, and cultural change. They will explore such persistent issues in American history as individualism, republicanism, and capitalism, and the human motivations, external forces, and generational influences that affected their development. Students will also examine the craft of history as a way of understanding human experience by reading various kinds of historical texts such as a biography, fiction documents, and articles on history as a form of detective work.

H 105 American History I (3 cr.) (Spring) (S&H) Myers, Stowe

H 106 American History II (3 cr.) (Fall) (S&H) Bodnar This is a course that surveys the major themes and events that marked the history of the United States since the Civil War. It will pay special attention to the period of Reconstruction after the Civil War; the growth of urban America; World Wars I and II; the Great Depression; Vietnam; the Civil Rights Movement and the sixties; major political leaders such as Franklin Roosevelt, Richard Nixon, and Ronald Reagan;

and the way modern American history was portrayed in Hollywood films. The class will meet twice a week with no discussion sections. Classes will consist of lectures, discussions of assigned readings, and periodic film clips. Most readings will be available on library E-Reserve. There will be several quizzes and exams in essay format upon which to base a grade.

H 106 American History II (3 cr.) (Fall) (S&H) Sandweiss In 1863 Abraham Lincoln asked the mourners at the "hallowed ground" of Gettysburg, Pennsylvania, to carry on the nation's "unfinished work." Lincoln was talking about more than the incomplete Civil War; he was describing a larger experiment, begun nearly a century earlier, to establish liberty in a new nation. This is a course about that experiment. How have Americans responded to Lincoln's charge? Will their work ever be finished? What can we learn about their efforts from looking at the landscape of farms, towns, cities, and suburbs that surrounds us? To answer these questions, we examine key moments in Americans' ongoing struggle for life, liberty, and happiness—a struggle that recommenced in 1865 and continues, in our own lives, today. In this course you will master the outline of modern U.S. history, learning from textbook, primary documents, literature, sound, and images. You will develop your research and writing skills, and you will document the history of some unsung heroes: your own family.

H 106 American History II (3 cr.) (Spring) (S&H) McGerr

H 207 Modern East Asian Civilization (3 cr.) (Fall) (S&H) Frick This course will introduce students to important cultural and social themes relevant for understanding the history and present of modern and contemporary East Asia. The course is focused on China, Japan, and Korea. One of the central questions is how these countries have coped with Western imperialism, the quest for modernity, and the increasing trend of "internationalization." What is the response and how do they define themselves in a global setting? How do they perceive their own identity? The course is based on the assumption that the diverse interactions among the East Asian countries in the past and in modern times resulted in social and cultural commonalities as well as differences among China, Japan, and Korea. Similarities and discrepancies shall be examined and analyzed in class through key topics such as family and social structure, women, education, as well as culture. These main topics will be embedded into historical narratives of important events that occurred from the nineteenth century until recently. The lectures will integrate different materials such as paintings, political cartoons, literature, and films, as well as documents.

H 211 Latin American Culture and Civilization I (3 cr.) (Fall) (S&H) Diaz This course is part one of a two-course sequence on the history of Latin America from pre-conquest times to the present. It will survey the history of Latin America from its first inhabitation to the independence period in the nineteenth century. Major themes to be addressed include:

the development of the great Amerindian civilizations, the encounter between Europeans and Amerindians, the making of a colonial rule, and the civil wars of independence. The overriding concern of this survey is to provide an understanding of how the complex interaction between the different cultures that met in the Americas shaped these colonial societies, and how some elements of this legacy persisted and/or were transformed by different social groups before and after independence. This course should help students gain some understanding of the diversity and complexity of Latin America. Students will obtain a sense of both the major processes that have left their imprint in these countries, and the experiences of the men and women who lived and made their histories. Furthermore, this course seeks to bring students a sense of history as a discipline and as a method for interpreting and understanding the past through the study of myriad sources. Students should be able to assess the importance of closely analyzing different perspectives and sources when seeking to understand and interpret any event or problem of the past.

H212 Latin American Culture and Civilization II (3 cr.) (Spring) (S&H) McGraw

H 213 The Black Death (3 cr.) (Fall) (S&H) Carmichael

H 220 American Military History (3 cr.) (Spring) (S&H) Cullather

H 227 African Civilizations (3 cr.) (Spring) (S&H) Hanson

H 251 Jewish History: Bible to Spanish Expulsion (3 cr.) (Fall) (S&H) Veidlinger This course is an introduction to the major themes and developments of the Jewish historical experience from the biblical period to the end of the Middle Ages. Topics include the biblical origins of the Jewish people and the ancient Israelite monarchy; Jewish life in the Land of Israel during the Second Temple period to the revolts against the Romans and the destruction of the Temple; Judaism and Hellenism; the emergence of rabbinic Judaism and the composition of its major texts, such as the Mishnah or the Talmud; the emergence of Jewish centers in medieval Europe and the origins of Sephardi and Ashkenazi Judaism; the relations between Jews and Christians and between Jews and Muslims; the Jews during the Crusades; the fate of Spanish Jewry until the expulsion in 1492.

H 252 Jewish History: Spanish Expulsion to Present (3 cr.) (Spring) (S&H) Lehman

History and Philosophy of Science (HPSC)

X 100 Human Perspectives on Science (3 cr.) (Fall, Spring) (A&H) Topics: (Fall) *Remaking the World: Historical and Philosophical Reflection on Sustainability and Change; or Is Science True?* (Spring) *The Scientist and the Cinema; or Is Science True?* This course is an introduction to the study of science as a human activity. No specific background knowledge of science is presupposed. Issues such as the

following are addressed: What is distinctive about scientific reasoning? How did science develop? How do science and technology affect our lives? Each section of X 100 deals with a different topic, and topics may vary each semester. X 100 may be repeated once with a different topic.

X 102 Revolutions in Science: Plato to NATO (3 cr.) (Fall, Spring) (S&H) At critical junctures in the past, the ideas and productions of scientists have radically changed the way we've come to view nature, our bodies, and our lives. These changes have been intellectually profound and socially dramatic. Historians often refer to them as scientific revolutions. This course is about such revolutions in Western science. We will consider several so-called "revolutionary" episodes, examining how (or if) the idea of a "revolution" can be applied to each. To get a better sense of the nature, origins, and impact of these "revolutionary" ideas, we will also examine the history of what occurred during these periods of great scientific and social change. For example, we'll look at the importance of economic changes, political movements, and the role of women in the history of science.

X 123 Perspectives on Science: Social and Historical (3 cr.) (Fall, Spring) (S&H) Topic: (Fall) Contemporary Issues in Bioethics Individual sections will vary in content and major themes, but all will employ case studies from the history of science to examine the intellectual, cultural, and social impact of science in historical perspective. May be repeated once for credit with different topic.

X 200 Scientific Reasoning (3 cr.) (Fall, Spring) (N&M) People have used scientific arguments to support a variety of claims. Some of these claims seem like common sense to us now, such as the claims that the earth goes around the sun or that germs cause disease. Others still cause heated disputes, such as those about the human origins of global warming, the relative danger of toxic waste incineration, or the dietary benefits of oat bran. The objective of this course is to develop the skills necessary to understand and evaluate scientific reasoning. These skills include identifying the goals of scientific reasoning and recognizing how science manages to succeed or fail at reaching those goals. We will examine both the general features of a good argument and the specific techniques of argumentation used in science. We will pay attention to particular issues such as the use and misuse of statistics and experiments. Examples of scientific reasoning will be drawn from historical sources, current public controversies, and the work of actual scientists. No knowledge of science or mathematics beyond the high school level is assumed.

X 223 Issues in Science: Social and Historical (3cr.) (Fall, Spring) (S&H) Topic: (Fall) Environmental History. (Spring) Science and the Public General topics and themes, intellectual, cultural, and social impact of science in historical perspective. May be repeated once for credit with different topic.

Honors Seminars (HON)

The Hutton Honors College (HHC) sponsors approximately 100 departmental courses for freshmen and sophomores, courses ranging over a wide variety of disciplines and interdisciplinary studies. Enrollment in these honors courses is usually open to all Honors students regardless of intended major.

The HHC also offers 200-level topical seminars in the areas of Arts and Humanities (H 203), Social and Historical Studies (H 204), and Natural and Mathematical Sciences (H 205). These may also be used to fulfill the Topics requirement of the College of Arts and Sciences. Enrollment is open to all Honors students, regardless of prospective major, and, again, these 3 credit seminars have a maximum enrollment of 22. See page 32.

In addition, the HHC offers the following seminars:

H 211-H 212 Introductory Honors Seminar (3-3 cr.) (Fall, Spring) Honors students may enroll in either or both terms. H 211 and H 212 count toward the Topics requirement. Inquiries may be directed to the Hutton Honors College, (812) 855-3555.

H 211 Ideas and Experience I (3 cr.) (Fall, Spring) (A&H) College Intensive Writing section Students read books by authors who have influenced the course of world civilization from antiquity to the Enlightenment, such as Homer, Sophocles, Plato, Epicurus, Virgil, Dante, Boccaccio, Machiavelli, Shakespeare, Montaigne, Galileo, Pascal, Descartes, Hobbes, Locke, and Voltaire.

H 212 Ideas and Experience II (3 cr.) (Fall, Spring) (S&H) College Intensive Writing section Students study the sources of modern thinking in the works of writers such as Rousseau, Goethe, Wordsworth, Shelley, Darwin, Dickens, Marx, Douglas, Dostoevsky, Nietzsche, Freud, Weber, Einstein, Mead, Kafka, DeBeauvoir, Sartre, and Camus.

For detailed course descriptions and the latest updates on offerings, please see the Hutton Honors College website at www.indiana.edu/~iubhonor/, click on "Academics," and then "HHC Courses."

Human Biology (HUBI)

B 200 The Intricate Human (4 cr.) (Fall) (N&M) Interdisciplinary study of the human organism including genetics, metabolism, and other aspects of physiology, behavior, culture, and environmental context. Case-based approaches to specific content will reflect faculty expertise, student interests, and current issues in human biology. Emphasis is placed on developing scientific literacy and implementing the scientific method.

B 300 Human Dilemmas (4 cr.) (Spring) (N&M)
P: B 200

Hungarian (CEUS)

See "Foreign Languages."

India Studies (INST)

See also "Foreign Languages."

I 212 The Civilization of Tibet (3 cr.) (Fall) (S&H) Sperleng This course introduces the student to Tibetan civilization. Making extensive use of slides and other audiovisual materials, it covers, in a general and introductory manner, areas that are dealt with individually and in depth in more specialized courses in the Tibetan Studies Program of the Department of Central Eurasian Studies. Topics that will be treated in this course include Tibet's literature, art, religion, society, history, and language. The course is strongly recommended for undergraduates intending to take higher-level courses in the department's Tibetan Studies Program. Meets with CEUS-U 284.

Informatics (INFO)

Y 100 Exploring Informatics and Computer Science (1 cr.) (Fall, Spring) Brown Technology is everywhere and how it relates to the world today is very important to the future. The objective of this course is to offer students an opportunity to explore the many tracks within the fields of informatics and computer science, while also learning about the multiple careers available to students majoring in the fields. Emphasis will be placed on the various ways technology affects the work world and how students can tailor a major to their individual interests.

I 101 Introduction to Informatics (4 cr.) (Fall, Spring) P: This course assumes students have basic computer literacy. Students who need this background are advised to take CSCI-A 110, INFO-I 110, or INFO-I 111. Emphasis on topics in human-computer interaction and human factors, collaborative technologies, group problem solving, ethics, privacy, ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, and futuristic thinking.

H 101 Introduction to Informatics: Honors (4 cr.) (Fall, Spring) This course provides an expanded and enriched treatment of the material in I 101. Credit given for only one of I 101 or H 101.

I 130 Introduction to Cybersecurity (1 cr.) (Fall) (Eight weeks) P or C: INFO-I 101 This course introduces students to cybersecurity. The course will focus on introduction to three core areas (technical, organizational, and legal aspects of security). Through examples of security problems in real life, this course will illuminate fundamental ideas and concepts of information security.

I 201 Mathematical Foundations of Informatics (4 cr.) (Fall, Spring) P: MATH-M 118 and INFO-I 101. An introduction to the suite of mathematical and logical tools used in information sciences, including finite

mathematics, automata and computability theory, elementary probability and statistics, and basics of classical information theory. Credit given for either INFO-I 201 or COGS-Q 250.

I 202 Social Informatics (3 cr.) (Fall, Spring)

P: INFO-I 101. Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and e-commerce are affecting daily lives, social relations, work, and leisure time.

I 210 Information Infrastructure I (4 cr.) (Fall, Spring)

P or C: INFO-I 201. The software architecture of information systems. Basic concepts of systems and applications programming.

I 211 Information Infrastructure II (4 cr.) (Fall, Spring)

P: INFO-I 210.

Interior Design (AMID)

D 168 Beginning Interior Design (3 cr.) (Fall, Spring) Newman. A "hands-on" course focusing on skills required for success in the interior design program and design professions. The class focuses on critical and analytical ability, reasoned understanding and rational application of design elements and principles, development of vocabulary, attitudes, and skill basic to design and interior design (sketching; model making; page layout; drafting; use of Photoshop; InDesign; and Illustrator; and digital portfolio.) No previous experience required. Course fee required.

D 191 Design Studies: Form and Function (3 cr.) (Fall, Spring) (A&H) Smith In this introductory course, students will learn about the decisions designers make to shape the objects they encounter every day and the effects of those decisions on those of us who interact with them. Features lectures and hands-on projects examining designs as diverse as toothbrushes, iPods, bicycles, and buildings. *Note: this is an elective for the Interior Design major (highly recommended but not required). May be taken concurrently with D168.*

D 192 Sustainability in Design (3 cr.) (Spring) Young

International Studies (INTL)

I 100 Introduction to International Studies (3 cr.) (Fall, Spring) (S&H) This introductory, interdisciplinary core course exposes students to the various academic approaches essential to international studies and to the various tracks comprising the major.

I 201 Culture and the Arts: International Perspectives (3 cr.) (Fall, Spring) (A&H) Introduction to approaches and issues in the study of culture and the arts internationally. Central to the course is the theoretical concept of the arts as forms of cultural expression,

representation, and transformation. The course explores the relations between culture, arts, and identity, and it examines the mechanisms and sites through which the arts and culture are disseminated globally.

I 202 Health, Environment, and Development (3 cr.) (Fall) (S&H) Introduces students to pressing environmental and health changes around the world, such as deforestation, global climate change, HIV/AIDS, and the resurgence of tuberculosis. Focuses on problems that are interrelated with each other and with economic development, that cross national borders in their causes or impacts, and that require a multinational or global effort to solve.

I 203 Global Integration and Development (3 cr.) (Fall, Spring) (S&H) Focuses on the interaction between social, political, and economic forces and human development conditions at global, national, and subnational scales.

I 204 Human Rights and Social Movements: International Perspectives (3 cr.) (Fall, Spring) (S&H) Introduction to basic issues relating to human rights and social movements, emphasizing the differing ways that these topics are addressed in various disciplines and thought about within various global communities.

I 205 International Communication (3 cr.) (Fall, Spring) (S&H) Examination of global communication as a process governed by culture-specific and institution-specific rules. Semiotic aspects of mediation are covered, as well as nation and state mediation in mass communication (including the setting of policy on language and the arts) and the role played by intent, power, gender, and politics in interethnic and intraethnic interaction.

I 206 Nations, States, and Boundaries (3 cr.) (Fall, Spring) (S&H) Introduction to the development of the modern state and notions of nationalism that shape the world's political identities, dominate international relations, and define stateless peoples' positions, as well as the role of international institutions in mediating and regulating relations among states.

Italian (FRIT)

See "Foreign Languages."

Japanese (EALC)

See "Foreign Languages."

Jewish Studies (JSTU)

See "Hebrew (biblical and modern)" and "Yiddish" under Foreign Languages and cross-listed courses that are recommended for new students: College of Arts and Sciences Topics courses: COLL-E 103 Power, Politics, and Piety: The Struggle for the Holy Land in Israel/Palestine or "What Makes It Jewish?" and REL-A 210 Introduction to Old Testament/Hebrew Bible..

J 203 Arts and Humanities Topics in Jewish Studies (3 cr.) (Fall) (A&H) Topic: David: *The Man and King* David is one of the Bible's foremost figures, depicted as a warrior, the author of sublime psalms, a great tactician, a lover, and a troubled husband and father. Students will read works of literature along with the Bible and Midrash, and view films, opera, and art to interpret the image of David as a man and a king.

J 203 Arts and Humanities Topics in Jewish Studies (3 cr.) (Fall) (A&H) Topic: Women in American Jewish History This course will examine the lives of American Jewish women.

J 204 Social and Historical Topics in Jewish Studies (3 cr.) (Fall) (S&H) Topic: History of Zionism Origins of modern Jewish nationalism in nineteenth-century Europe, creation of a Zionist political movement, growth of Jewish settlements in the land of Israel, the State of Israel from 1948 to the present.

J 251 Introduction to Jewish History: From the Bible to Spanish Expulsion (3 cr.) (Fall) (S&H) Topics include the origins of Judaism, Jewish life in ancient Israel and the Diaspora, Judaism and the origins of Christianity, Jewish society and culture under Christian and Muslim rule in the Middle Ages. Meets with HIST-J 251.

J 252 Introduction to Jewish History: From Spanish Expulsion to the Present (3 cr.) (Spring) (S&H)

Journalism (JOUR)

To see a list of courses that meet requirements as you prepare for orientation, visit the School of Journalism website: www.journalism.indiana.edu. Click on "Undergraduate Studies"; then click on "Undergraduate Academics" and "Undergraduate Advising." On that page, see "Fall 2010 Freshman Course Selection Guidelines" for the list of courses.

C 201 Topics in Journalism (3 cr.) (Fall, Spring) (Second eight weeks) Topic: Hot Topics in the Media This course will concentrate on specific "hot" topics in the arenas of media ownership, democratic politics, technology, ethics and law, professional media industry codes, consumer culture, and social movements. Using these hot topics as case studies and points of entry into the history and development of the media, the lectures will illuminate the roles of institutions, individuals, and audiences in shaping news, advertising, and entertainment programming. Invited guest speakers will share their areas of expertise in journalism and media studies. Course lectures will include PowerPoint presentations, videos, and brief classroom exercises. **Will not count toward journalism major requirement.**

J 110 Foundations of Journalism and Mass Communication (3 cr.) (Fall, Spring) The major goal of this core course is to study the structure, functions, and effects of U.S. mass media. It will cover the history, ideas, and theories that have shaped U.S. journalism and mass communications. Current news events will be studied and discussed. Topics will include history of the

press, theories of mass communication, and First Amendment issues. Types of media will include newspapers, magazines, radio, television, advertising, photojournalism, public relations, film, entertainment, and the Internet. Study of ethical, gender, and racial issues will also be included. This course may be used for admission to the School of Journalism. It may also be taken by Non-majors and exploratory students.

J 155 Research Techniques for Journalists (1 cr.) (Fall, Spring) (Eight weeks) A required 1 credit online course that provides training in techniques of gathering information essential to reporting for the media. This course is usually taken concurrently with JOUR-J 200.

J 200 Reporting, Writing, and Editing I (3 cr.) (Fall, Spring) P: ENG-W 131 or its equivalent. This core course introduces students to reporting, writing, and editing skills. Students learn to develop story ideas, gather information, combine verbal and visual messages, edit their work, and present their stories for a variety of media. Class is a lab format that mixes discussion and hands-on work using the computer technology in the lab. This course is usually taken concurrently with JOUR-J 155 and may be used for admission to the School of Journalism. It may also be taken by Non-majors and exploratory students.

J 210 Visual Communication (3 cr.) (Fall, Spring) This core course combines lecture and lab. Focus is “visual literacy.” Students acquire knowledge, ideas and values about history, ethics, theory, principles, and the power of visual communication. Through the lab, they learn to tell stories in still photography and videography and create effective print design. This course may be used for admission to the School of Journalism. It may also be taken by Non-majors and exploratory students.

Korean (EALC)

See “Foreign Languages.”

Labor Studies (LSTU)

L 100 Introduction to Unions and Collective Bargaining (3 cr.) (Fall, Spring, Summer) This introductory course examines the many facets of labor studies. We will learn how unions function and the contributions they have made to the American landscape. The course will provide an overview of the U.S. labor movement’s triumphs and tragedies throughout history, as well as the struggles working people face today. Finally, we will examine a contemporary labor struggle as a vehicle to explore changing labor-management relations, the U.S. government’s role, and internal struggles within the labor movement itself. *Web-based course offered through OnCourse.*

L 101 American Labor History (3 cr.) (Fall, Spring) A history for the rest of us... most history textbooks are crammed with stories of presidents, generals, and captains of industry. Where are the chapters about the working people whose lives and efforts built this

country? This course seeks to fill in the gaps and “silences” of American history as most of us have learned it. This course will offer a survey of the origin and development of the American labor movement from colonial times to the present. The struggle of working people to achieve dignity and security will be examined from social, economic, and political perspectives. *Web-based course offered through OnCourse.*

L 110 Introduction to Labor Studies: Labor and Society (3 cr.) (Fall, Spring, Summer) This course is an interdisciplinary exploration of the broad range of issues that are included in the discipline of labor studies. Topics may include labor’s role as an advocate of social policy, labor relations in the United States as compared with other countries, the changing nature of work, the relationship of working lives to our non-work lives, and how economic change affects us. *Web-based course offered through OnCourse.*

L 230 Labor and the Economy (3 cr.) (Fall) Duggan (Spring, Summer) Web-based course Fall and Summer through OnCourse; on campus in Spring. This course is an introduction to the situation of workers and households in the U.S. economy, as well as a framework to understand the global economy. We will analyze techniques of worker control, productivity growth, the determinants of the profit rate, and the effects of social policy and macroeconomic policy on workers’ bargaining power. This course requires no background in economics—we will learn the basic tools necessary for analyzing work and organized labor using both mainstream economics and political economy perspectives.

L 290 Working Class Hollywood: Labor Issues in Popular American Films (1 cr.) (Fall) (Second eight weeks) Yaudes Within the contemporary American workplace, the push for unions, the process of globalization, and the possibility of discrimination based upon gender, race, or sexual orientation usually define employees’ relationships with each other, with management, and with society at large. Such issues also shape workers’ conceptions and interpretations of their workplace culture. This course will use fictional film as a tool with which to examine these matters that are fundamental to American labor. Students will view particular popular films that address efforts to unionize, the effects of global marketing and industrialization, and the threat from gender and sexual discrimination on the job. Class discussions will compare these cinematic representations with the “actual” experiences of ordinary American workers.

Latin (CLAS)

See “Foreign Languages.”

Latin American and Caribbean Studies (LTAM)

L 210 The Latin American Experience (3 cr.) (Fall) (S&H) Introduction to Latin America: geography, heritage, and process from pre-

Columbian civilizations to colonies and nations.

L 211 Contemporary Problems in Latin America (3 cr.) (Spring) (S&H)

Latino Studies (LATS)

L 101 Introduction to Latino Studies (3 cr.) (Fall, Spring) (S&H) This course is intended to provide an introduction to and overview of Latino issues. The course will begin with a brief overview of the histories of the major Latino national origin groups in the United States. The bulk of the course will examine a number of topics and issues that are key to understanding contemporary Latinos, e.g., immigration, language, education, and employment, and focus on increased awareness of the impact and social needs of this growing population. Required for Latino studies minor. For information about Latino studies, visit www.indiana.edu/~latino.

L 102 Introduction to Latino History (3 cr.) (Fall, Spring) (S&H) General inquiry into the historical and cultural heritage of Latinos who have lived or are currently living in what is today the United States. Through readings and discussion of major texts, this course studies varied histories of Mexican, Puerto Rican, Cuban, and other Latin American peoples in the United States, with a special view toward convergence and congruencies along political and cultural lines. Students will develop an understanding of the impact and the roles played by Latino men and women in the formation and development of U.S. society. Required for Latino studies minor. For information about Latino studies, visit www.indiana.edu/~latino.

L 105 Diversity by the Numbers (3 cr.) (Fall) (N&M) Martinez This course introduces methods used by social scientists to produce statistics such as averages, proportions, rates, probabilities, standard deviation, variance, and correlations. With these quantitative tools, students will use an existing database to analyze, produce, and present their own original projects. By learning to read, interpret, evaluate, and produce graphical information and statistics on the Latino population in comparison to other racial/ethnic groups, this class will allow students to build on each other’s work to create a more systematic analysis of the complexities and increasing heterogeneity of the U.S. population.

L 396 Seminar in Latino Studies (3 cr.) (Fall, Spring) (S&H)

Library and Information Science (SLIS)

L 161 Library Skills and Resources (1 cr.) (Fall, Spring) (12 weeks) Open to any undergraduate, this course provides students with a solid foundation upon which to build their research skills in any field. Students learn to use information resources of all kinds, including

the IU Libraries' online catalog; print and automated indexes for magazine, newspaper, and journal articles; government publications; and automated resources including the World Wide Web. Students will learn efficient research methods, the structure and organization of information resources, and how to find and evaluate information in any library setting for any class and for personal interests. Out-of-class assignments provide practice in planning research for a term paper or speech and in using specific resources to locate information.

Linguistics (LING)

L 103 Introduction to the Study of Language (3 cr.) (Fall, Spring, Summer) (S&H) This course is a general introduction to the nature of language; no previous knowledge of linguistics is assumed. The first part of the course discusses the core areas of language study: the study of words (morphology), sentences (syntax), meaning (semantics), and sounds (phonetics). With this as background, the second part of the course deals with language-related issues. These issues include such topics as dialect, American Sign Language, language acquisition, the brain and language, bilingualism, and the Ebonics controversy. By the end of the semester, the students should be familiar with the systematic methods for studying language and be aware of the fundamental similarities of all human languages that have an impact on our society.

L 303 Introduction to Linguistic Analysis (3 cr.) (Fall, Spring, Summer) (N&M) This course provides students with an introduction to some of the techniques and rationale for linguistic analysis of various aspects of language. The course includes two or three divisions focusing on sound structure (phonology) or word structure (morphology) in various languages, and sentence structure (syntax), with an emphasis on understanding English grammatical structure. The course emphasizes students' competence in doing analysis of aspects of various languages, including English.

Macedonian (SLAV)

See "Foreign Languages."

Mathematics (MATH)

M 014 Basic Algebra (4 cr.) (Fall, Spring)
R: One year of high school algebra. M 014 starts at the beginning of algebra, but it moves so quickly that it is difficult for a student with no algebra background to keep up. M 014 is designed to provide algebraic skills needed for future mathematics courses such as M 025 or M 118. It discusses operations with algebraic fractions, exponents, and radicals; polynomials; linear equations and inequalities; elementary graphs; and sets. Credit may not be applied toward a degree in most programs.

M 018 Basic Algebra for Finite Mathematics (2 cr.) (Fall, Spring, Summer) (Eight weeks)

P: One year of high school algebra. Provides students with basic mathematics skills needed for the successful completion of finite mathematics (M 118 or D 116/D 117). It is a good choice for underprepared students who plan to take finite mathematics but do not need to take a course in precalculus or calculus. (Students who need to prepare for both M 118 and M 119 should take M 014 or M 014/M 025 instead of X 018.)

M 025 Precalculus Mathematics (3 cr.) (Fall, Spring, Summer) *P: Two years of high school algebra or M 014, and one year of high school geometry.* M 025 covers the material in second-year algebra and precalculus mathematics (college algebra) using a more sophisticated, "function" point of view. A student who does not feel prepared for M 025 may want to take M 014. This course is designed to prepare you for both Brief Survey of Calculus/M 119 and Calculus I/M 211. (For M 211, you may also need trigonometry, M 026.) Emphasis is placed on the algebra of the real number system, solving equations, graphing functions (linear, general polynomial, and rational), and working with both exponential and logarithmic functions. Credit may not be applied toward a degree in most programs (ask your advisor), and a grade of C- or higher is needed to satisfy the College mathematics fundamental skills requirement.

M 026 Trigonometric Functions (2 cr.) (Fall, Spring) *P: M 025 or a strong high school background in algebra (e.g., two years of algebra with A's or B's).* M 026 develops the properties of the trigonometric functions to prepare for calculus, M 211. A strong mathematics student may be able to take M 025 and M 026 at the same time. Credit may not be applied toward a degree in most programs.

M 027 Precalculus with Trigonometry (4 cr.) (Fall, Spring) *P: Two years of high school algebra or M 014, and one year of high school geometry.* This course is designed to prepare students for Calculus/M 211. The general content of both M 025 and M 026 is included, with emphasis placed on exponential, logarithmic, and trigonometric functions at a more sophisticated level and pace. Credit may not be applied toward a degree in most programs, and a grade of C- or higher is needed to satisfy the College of Arts and Sciences mathematics fundamental skills requirement. Only one additional hour of credit is given for M 027 after M 025 or A 025; only 2 additional hours of credit are given for M 027 after M 026.

A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) (Fall) (N&M)
Wheeler *P: Two years of high school algebra or M 014.* Quantitative reasoning (elementary combinatorics and probability; examples of statistical inference), linear modeling, game models of conflict, and methods and theory of social choice. Applications to genetics, medical diagnosis, law, finance, social science research, ecology, and politics. Credit given for only one of A 118, M 118, or the sequence D 116-D 117.

D 116 Introduction to Finite Mathematics I (2 cr.) (Fall, Spring) *P: Two years of high school*

algebra or M 014. Students should be able to work accurately with fractions and decimals, graph linear equations, and solve two linear equations in two unknowns. Students who lack these skills will want to take M 014. This is the first course in a two-course sequence that covers all material presented in M 118. The sequence is for students who are at least minimally prepared for M 118 but who find it difficult to learn mathematical concepts at a fast pace. Topics covered in D 116 include sets, counting techniques, and basic probability.

Enrollment in D 116 is by authorization only and will be recommended to appropriate students by advisors. No credit is awarded toward graduation in D 116 until D 117 is successfully completed. Students must earn a grade of C- or higher in D 116 to advance to D 117.

D 117 Introduction to Finite Mathematics II (2 cr.) (Fall, Spring) *P: Two years of high school algebra or M 014 and a grade of at least C- in D 116.* This is the second course in the sequence and covers topics such as linear programming, matrix algebra, and Markov Chains, preceded by a brief review of related topics from algebra. Completion of the D 116-D 117 sequence will fulfill the fundamental skills math requirement for majors in the College of Arts and Sciences and the School of Journalism, and credit for one N&M distribution course will be awarded. Credit is given for only one of the following: the sequence D 116-D 117 or M 118 or A 118. N&M distribution credit given only upon completion of both D 116 and D 117.

M 118 Finite Mathematics (3 cr.) (Fall, Spring, Summer) (N&M) *P: Two years of high school algebra or M 014 or M 018.* Skill with solving word problems is required. Students should also be able to work accurately with fractions and decimals, graph linear equations, and solve two linear equations in two unknowns. A student who lacks these skills will want to take M 014. M 118 discusses set theory, techniques of counting, probability, linear systems, matrices, and linear programming. M 118 also includes applications to business and the social sciences. Credit given for only one of M 118, S 118, A 118, or D 116-D 117.

S 118 Honors Finite Mathematics (3 cr.) (Fall) (N&M) *P: Mastery of two years of high school algebra.* Skill with solving word problems is required. *R: Mastery of three years of high school algebra and geometry is desirable.* S 118 is designed for students who have good mathematical ability. It covers all material in M 118 and additional topics from statistics and game theory. Computers may be used in this course, but no previous experience is assumed. Credit given for only one of M 118, S 118, A 118, or D 116-D 117.

M 119 Brief Survey of Calculus I (3 cr.) (Fall, Spring, Summer) (N&M) *P: Two years of high school algebra.* Skill with most of the content of high school algebra or M 014 is very important. Students must be able to solve linear and quadratic equations; simplify algebraic fractions; graph linear and quadratic functions; and have done previous work with fractional and negative exponents, exponential functions, and logarithms. A student who lacks these skills will want to take M 014 or M 025. M 119 is an

introduction to calculus designed primarily for students in business and the social sciences. No credit is given for M 119 after M 211. Only one additional hour of credit is given for M 211 after M 119.

M 211 Calculus I (4 cr.) (Fall, Spring, Summer) (N&M) *P: M 025 and M 026, M 027, or a good high school background that includes mastery of the material of two years of high school algebra and trigonometry.* M 211 covers functions, limits, continuity, derivatives, graphs of functions, definite and indefinite integrals, and applications. A student who has not mastered the material in trigonometry should take M 025 and M 026, or M 027, before taking M 211. Credit given for only one of M 119, M 211, COLL-J 113.

M 212 Calculus II (4 cr.) (Fall, Spring, Summer) (N&M) *P: M 211.* M 119 is not adequate preparation for M 212. M 212 covers techniques of integration, infinite series, improper integrals, and applications.

S 212 Honors Calculus II (4 cr.) (Fall) (N&M) This is a course for students with excellent mathematical ability and high motivation. The course is designed for two groups of students: 1) entering freshmen who have received credit for M 211 through either the CEEB AP exam or the IUB Calculus Advanced Placement Exam; and 2) students who have just completed M 211 and excelled in it. S 212 covers all of the material in M 212 and additional material of a theoretical nature. The course is taught at a level of mathematical sophistication above that of M 212.

M 213 Accelerated Calculus (4 cr.) (Fall) (N&M) *P: A one-year high school calculus course.* Admission into the course is based on a placement exam. M 213 is designed for students who took one year of calculus in high school but have not received college credit. M 213 begins with a review of differentiation and integration of functions and the applications that are normally covered in M 211 or a high school calculus course. This review lasts about five weeks. Then the course covers the topics in M 212: techniques of integration, infinite series, improper integrals, and applications. Students completing M 213 with an A or B may receive credit for M 211. Credit given for only one of M 213, M 212.

M 301 Linear Algebra and Applications (3 cr.) (Fall, Spring) (N&M) *P: M 212 or both M 211 and CSCI-C 241. R: M 212.* Solving systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues, and eigenvectors. Selection of advanced topics. Applications throughout. Computer used for theory and applications. Credit given for only one of M 301, M 303.

M 303 Linear Algebra for Undergraduates (3 cr.) (Fall, Spring, Summer) (N&M) *P: M 212 or both M 211 and CSCI-C 241. R: M 212.* Class introduces the theory of real and complex vector spaces. It covers coordinate systems, linear dependence, bases, linear transformations and matrix algebra, determinants, and rank.

M 311 Calculus III (4 cr.) (Fall, Spring, Summer) (N&M) *P: M 212.* Class covers the elementary geometry of 2, 3, and n-space, functions of

several variables, partial differentiation, minimum and maximum problems, and multiple integration.

K 310 Statistical Techniques (3 cr.) (Fall, Spring) (N&M) *P: M 119 or equivalent.* Introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measures of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, nonparametric methods. Credit given for only one of MATH- or PSY-K 300, K 310; CJUS-K 300; ECON-E 370 or S 370; LAMP-L 316; SOC-S 371; SPEA-K 300; or STAT-S 300.

T 101 Mathematics for Elementary Teachers I (3 cr.) (Fall, Spring, Summer) *P: M 014, M 018, or a score of at least 10 on the Math Skills Assessment.* Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Open only to elementary education majors.

T 102 Mathematics for Elementary Teachers II (3 cr.) (Fall, Spring, Summer) *P: T 101.* Sets, operations, and functions. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics. Open only to elementary education majors. Students may enroll concurrently in T 102 and T 103 if they have the approval of an academic advisor.

T 103 Mathematics for Elementary Teachers III (3 cr.) (Fall, Spring, Summer) *P: T 101.* Descriptions and properties of basic geometric figures. Rigid motions. Axiomatics. Measurement, analytic geometry, and graphs of functions. Discussion of modern mathematics. Open only to elementary education majors. Students may enroll concurrently in T 102 and T 103 if they have the approval of an academic advisor.

Medical Sciences Program (ANAT, MSC1, and PHSL)

A 215 Basic Human Anatomy (5 cr.) (Fall, Spring, Summer II) (N&M) This course is team taught by medical sciences faculty. An organ systems approach to the study of the human body, including microscopic and gross structure. The course starts with an introduction to basic cell structure and tissue construction and continues with the coverage of all human systems, with emphasis on the musculoskeletal, cardiovascular, reproductive, and nervous systems. Bones, models, and prosected cadavers are used to study the topics concurrently in the laboratory.

M 131 Disease and the Human Body (3 cr.) (Fall, Spring) (N&M) *Suitable for non-science majors at all levels. Basic science knowledge is advantageous but not necessary.* This course is team taught by medical sciences faculty. Provided will be a description of a disease or

injury and a discussion of the normal anatomy and physiology of relevant body systems and the alterations that are due to the disease or injury. Included will be various drug and other medical interventions that can be used to diagnose and treat the diseases or injuries.

M 216 Medical Science of Psychoactive Drugs (3 cr.) (Fall, Spring) An entry-level examination of the biological mechanisms underlying the effects of psychoactive drugs. Drug actions in the brain, spinal cord, heart, lungs, liver, and other organs and tissues will be detailed. Molecular mechanisms and genetic factors involved in drug-induced therapeutic and adverse effects will be emphasized.

P 215 Basic Human Physiology (5 cr.) (Fall, Spring, Summer II) (N&M) Not recommended for first-term freshmen. It is recommended that students complete A 215 before enrollment in P 215. This course is team taught by medical sciences faculty. An organ systems approach to the study of human body function. Presentation begins with basic cell function and communication systems of the body, progressing to control systems, defense mechanisms, transport, gas exchange, and balancing of nutrients, water, and electrolytes. Focus for the course is on how organ systems contribute to essential metabolic activity and the maintenance of homeostasis. The laboratory emphasizes the application of material presented during lectures and is a required part of this course.

Mongolian (CEUS)

See "Foreign Languages."

Music (MUS)

The Jacobs School of Music offers a wide variety of courses for non-music majors and welcomes their participation in private lessons, courses, and ensembles. For more specific information on special non-music major courses or for general information on the Jacobs School of Music, please direct your questions to the Music Undergraduate Office, Merrill Hall, (812) 855-3743.

BALLET AND JAZZ DANCE

J 100 Ballet Elective (2 cr.) (Fall, Spring) Introductory course open to all students. This course is repeatable. Students wishing to enroll in any course other than J 100 may obtain further information by calling the Department of Ballet, Musical Arts Center 308, (812) 855-6787.

J 210 Jazz Dance (1 cr.) (Fall, Spring) A study of jazz dance, including early jazz and musical comedy as well as contemporary styles.

CHORAL ENSEMBLES

X 001 All-Campus Ensembles (Non-music majors only) (1 cr., no tuition fee) (Fall, Spring) *Topic: All-Campus Chorus* The chorus meets on Tuesday and Thursday evenings from 7 to 8:30 p.m. and performs one concert at the end

of each semester. No audition is required for the All-Campus Chorus, but smaller, specialized ensembles often are formed from within the chorus that may require an audition. These ensembles are formed when the enrollment in X 001 is large enough to accommodate specialized groups. Enrollment in X 001 serves the non-music major who wishes to sing while pursuing a degree outside the Jacobs School of Music. While music majors are welcome, X 001 will not satisfy their required Jacobs School of Music ensemble requirement.

X 060 Early Music Ensemble (2 cr., no tuition fee) (Fall, Spring) *Concentus* is a small vocal and instrumental ensemble specializing in early music. The group performs, without a conductor, music of the Middle Ages, the Renaissance, and the Baroque period. Audition is required. For information call the Early Music Institute, (812) 855-4088.

X 070 University Choral Ensembles (2 cr., no tuition fee) All music students registering for X 070 and non-music majors who are interested in singing in one of the Jacobs School of Music's major ensembles must plan to audition during the August orientation period. Sign-up sheets will be in the Choral Office, Music Annex, Room 051. Students must keep the 2:30 and 3:30 p.m. hours open until ensemble assignments have been made. For further information, please call the Choral Department, Jacobs School of Music, (812) 855-0427, or check their website: www.music.indiana.edu/som/choral/.

Descriptions of ensembles follow:

African-American Choral Ensemble (2 cr., no tuition fee) (Fall, Spring) The African American Choral Ensemble is one of three performance groups of the Indiana University African American Arts Institute. The ensemble presents the finest in contemporary and traditional African American choral music. The group's repertoire includes spirituals, folk forms, traditional and contemporary gospel music, and formally composed works by and about African Americans. Sojourner, Soul-ACE, and God's Progress—three contemporary gospel groups drawn from the ensemble's membership—provide a special feature on choral ensemble programs, and frequently perform on programs of their own.

Contemporary Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring) The Contemporary Vocal Ensemble at Indiana University is one of the most progressive performing groups in the United States. Dedicated to the study and performance of the vocal and choral art music of the twentieth and twenty-first centuries, it comprises singers, composers, and instrumentalists chosen for their outstanding musical gifts and for their special interest in current music.

International Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring) As a means of building bridges and understanding cultures through music, the International Vocal Ensemble recreates vocal music from outside the Western classical music tradition. In addition to

taking the music of these traditions into their memorized repertory, another objective is to develop an understanding of the music in relation to aspects of the culture from which it comes. Music is learned directly from guest teachers from the cultures being studied, over real-time Internet link-ups, and from recorded video and audio models. The ensemble is open to students university wide.

Opera Chorus (2 cr., no tuition fee) (Fall, Spring) The Opera Choruses perform and take part exclusively in the operatic repertoire chosen by the IU Opera Theatre.

Pro Arte (2 cr., no tuition fee) (Fall, Spring) The Pro Arte is a chamber choir of 24–32 select singers that performs Medieval, Renaissance, Baroque, and early Classical choral repertory, as well as a small amount of twentieth century music influenced by these styles. The ensemble often collaborates with the Baroque and Classical Orchestras.

The Singing Hoosiers (2 cr., no tuition fee) (Fall, Spring) The Singing Hoosiers is one of America's premiere collegiate concert show choirs. Averaging 115 members, the Singing Hoosiers feature collegiate performers from the Jacobs School of Music, as well as students with a variety of other majors, from business to chemistry to political science. They perform American popular music, jazz, and Broadway favorites with choreography. The Singing Hoosiers perform several concerts at home on the campus of IU Bloomington each year, including the Chimes of Christmas concert in December and the Spring Concert. In addition to keeping an active touring schedule, they occasionally perform in opera productions and at athletic events.

Symphonic Choir (2 cr., no tuition fee) (Fall, Spring) The Symphonic Choir is the foundation for any large-scale works performed at the Indiana University Jacobs School of Music. Comprising approximately 40–70 singers, both undergraduate and graduate, the choir specializes in the oratorios and large choral works from the late-Classical period through the twenty-first century. This ensemble is conducted by Choral Department faculty and doctoral students.

University Chorale (2 cr., no tuition fee) (Fall, Spring) The University Chorale is a select chamber choir of 30–40 voices. Singers in the University Chorale come from a wide variety of backgrounds, including organ and church music majors, voice majors, piano and instrumental majors, and non-music majors. The University Chorale performs a rich variety of music during the concert season, ranging from Renaissance to contemporary music.

University Singers (2 cr., no tuition fee) (Fall, Spring) The University Singers is composed of 24–32 of the finest singers carefully selected from the Jacobs School of Music and Indiana University student population. The repertoire has ranged from the Renaissance through the twenty-first century, always delving into the richly varied range of colors available to the virtuoso chamber choir.

INSTRUMENTAL ENSEMBLES

X 001 All-Campus Ensembles (Non-music majors only) (1 cr., no tuition fee; laboratory fee for music) (Fall, Spring) Topic: All-Campus Band No audition required. Rental instruments available. Rehearsals one evening per week; concerts and other special events throughout the semester.

X 001 All-Campus Ensembles (Non-music majors only) (1 cr., no tuition fee; laboratory fee for music) (Fall, Spring) Topic: String Orchestra No audition required. Rental instruments available. Rehearsals one evening per week; concerts and other special events throughout the semester.

X 040 University Instrumental Ensembles (2 cr., no tuition fee) (Fall, Spring) All X 040 ensembles for music majors and non-music majors require audition. See descriptions for specific information.

Descriptions of ensembles follow:

Jazz Bands (2 cr., no tuition fee) (Fall, Spring) The Jacobs School of Music has four jazz bands. All groups rehearse one and one-half to two hours daily and present a full schedule of concerts. For information on auditions, please consult the Jazz Studies Office, Merrill Hall 218, (812) 855-8546.

The Marching Hundred for Music Majors, X 050 for Non-Music Majors (2 cr., no tuition fee) (Fall) One of the nation's great university marching bands, with approximately 250 members composed primarily of non-music majors. Rehearsals are daily from 4:10 to 5:45 p.m. Students who are interested should register during summer orientation. Auditions occur during band camp, one week before the start of classes. Please contact the Department of Bands at www.indiana.edu/~bands/index.php or (812) 855-1372 for audition information and to be placed on their mailing list. Two semesters of marching band are required for Music Education Instrumental (excluding strings) majors.

University Concert Wind Band Ensembles (2 cr., no tuition fee) (Fall, Spring) The Jacobs School of Music has three concert wind band ensembles consisting of music majors—the Wind Ensemble, the Symphonic Band and the Concert Band. Each group numbers around 55 musicians. All groups rehearse daily from 2:30 to 3:45 p.m. and present a full schedule of concerts. These outstanding ensembles perform advanced music from current wind ensemble literature and are involved in advocating and performing recently composed works by major contemporary composers. The Wind Ensemble has performed frequently at national and international conventions and similar venues.

Auditions for Wind Ensemble, Symphonic Band, and Concert Band are held during the first week of classes. Contact the Department of Bands at (812) 855-1372 before classes begin to set up a time.

University Orchestras (2 cr., no tuition fee) (Fall, Spring) The Jacobs School of Music has seven orchestral ensembles—the Philharmonic

Orchestra, the Symphony Orchestra, the Concert Orchestra, the University Orchestra, the Chamber Orchestra, the Baroque Orchestra, and the New Music Ensemble. All groups rehearse one and one-half to two hours daily and present a full schedule of concerts. Non-music majors are welcome to audition for membership. For information on auditions, please consult the instrumental ensembles office, SY 246, (812) 855-9804.

MUSIC APPRECIATION

M 392 Art Musics of the Non-Western World (3 cr.)(Fall)(A&H) An introductory survey of the art musics of Asia and Africa; musical instruments, ensembles, and song styles; the heritage of ancient music (China, India, the Mediterranean world, and the Americas); ethnomusicological perspectives on classical Western music. The course will make extensive use of video and audio resources.

Z 100 The Live Musical Performance (2 cr.)(Fall, Spring) An introduction to music listening through weekly in-class performances. Students have an opportunity to interact with instrumentalists, singers, dancers, choreographers, conductors, and composers. Musical styles include classical, rock, jazz, and world music.

Z 101 Music for the Listener (3 cr.)(Fall, Spring)(A&H) Find out what performance caused a riot in 1913, the identity of a nineteenth-century “rock star,” and the composer of the most popular piece for 200 years! In this course, the listener is exposed to diverse types of music through the exploration of European and American classics. After initial units on world music and elements of music-making, the course flows from the Middle Ages to contemporary times. You do not need a musical background to be in this class, but it is important that you have a love for music.

Z 103 Special Topics in Music for Non-Majors (3 cr.)(Fall) Topic: Musicians in the Movies From the earliest films to the present day, the lives of musicians have captured the public imagination. This course will examine how films have depicted composers and performers both real and imaginary, as well as how the film medium itself plays a role in telling their stories. From popular successes such as *Amadeus* (1984) and *The Doors* (1991) to forgotten classics and oddballs such as Ken Russell’s avant-garde *Mahler* (1974) and *Walk Hard: The Dewey Cox Story* (2007), discover the stories behind the stories behind the music.

Z 111 Introduction to Music Theory (3 cr.)(Fall, Spring) (A&H) This course is for those who want an introduction to the elements of music, including rhythm and its notation, melody and pitch; scales; major and minor keys; harmony; the keyboard; basic score reading; and the rudiments of composition. By the end of this course, you should have familiarity and some degree of fluency with the language of music, the ability to write down musical ideas in standard notation, and the skills to talk about significant aspects of music that you hear. You

do not need to have a musical background to be in this class.

Z 120 Music in Multimedia (3 cr.)(Fall, Spring) Focuses on learning to use music creatively and effectively in multimedia. Each student will complete a project that combines music with another type of media, e.g., animation, video, pictures. The software emphasis is on MacroMedia’s *Director*.

Z 171 Opera Theatre Series I (3 cr.)(Fall)(A&H) Discover the passion and drama of the operatic stage through its elements (music, composers, singers, sets, costumes, stories, and characters) and understand why opera has been one of the most popular of theatrical and musical genres for the past 400 years. Learn of Orfeo’s sorrow, the Queen of the Night’s revenge, Lucia’s madness, and Baby Doe’s devotion and understand how opera communicates emotion, desire, and experience. Students participate in backstage tours, meet with operatic leads and observe rehearsals as part of the class. No musical background necessary.

Z 201 History of Rock ‘n’ Roll Music I: Roots of Rock to the British Invasion (3 cr.)(Fall) (A&H) Gass A history and appreciation of the musical melting pot that shaped rock and roll. Begins with an overview of ancestors and influences and the crossover success of rhythm and blues acts that marked the true birth of rock and roll. The focus shifts to the cataclysmic arrival of Elvis Presley and the careers and musical styles of Chuck Berry, Little Richard, other Founding Fathers, and continues through the early sixties pop landscape.

Z 202 History of Rock Music II: The Sixties (3 cr.)(Spring) (A&H) Gass

Z211 Music Theory II (3 cr.)(Fall) (A&H) For students with a good background in music performance and theory, Z 211 is a better choice than Z 111. While this class will cover the same basic topics (rhythm and its notation, pitch, intervals, melody, major and minor keys, scales, triads, harmony, the keyboard, song composition, score reading), they are covered in more depth.

Z 250 Choral Masterworks (3 cr.)(Spring)

Z 260 Music in American Society (3 cr.)(Fall) Music holds a central place in American life. Whether for religion or politics, for recreation or education, for war or for peace, Americans have made music an indispensable part of their daily existence. Explore music in the United States, its history, and its place in society from the earliest records of musical activity in North America to its many present incarnations. Students will undertake a local music project of their own choosing on music in the Bloomington area. No specialized knowledge of music is required.

Z 301 Rock Music in the 70s and 80s (3 cr.)(Fall, Spring) (A&H) A large lecture-oriented course that covers the history of rock music in the 1970s and 1980s. The post-Pepper “splintering” of rock and the ensuing style changes are highlighted.

Z 315 Film and Music (3 cr.)(Spring) (A&H)

Z 320 Advanced Special Topics in Music for Non-Majors (3 cr.)(Fall) Topic: Music and the Law: Copyright and Composition Get off on the right foot: learn how to protect your original work. If you are collaborating, learn how to determine ownership and work out interests before you get famous and you hear your song covered by someone else. Learn how to enforce your rights. Topics include: nature of copyright; obtaining and maintaining a U.S. copyright; the Fair Use Doctrine; enforcement and infringement; and music property interests.

Z 320 Advanced Special Topics in Music for Non-Majors (3 cr.)(Fall) Best Topic: Popular Music in Africa. This course introduces students to the major personalities, trends, and styles of African popular music since 1950. Students will gain familiarity with a large body of music and will also be asked to consider issues of post-colonialism, neo-traditionalism, and cross-cultural “exchange” as well as music’s role in political and social protest and identity formation. A central goal of the course is to highlight the relationships between popular music, traditional performance, and the social and cultural forces of modernization. Styles studied include Arobeat, Benga, Highlife, Soukous, and many others. Diasporic musics such as reggae, Afro-Cuban, Afro-Brazilian, blues, and jazz will only be introduced, inasmuch as they are central to the understanding of continental styles.

Z 373 The American Musical (3 cr.)(Spring) (A&H)

Z 385 History of the Blues (3 cr.)(Spring) (A&H)

Z 390 Jazz for Listeners (3 cr.)(Fall) (A&H) The course focuses on how to listen to and what to listen for in jazz. In addition, students will survey and learn how to recognize various historical styles of jazz and major figures who have contributed to the jazz tradition.

Z 393 History of Jazz (3 cr.)(Spring) (A&H)

Z 401 The Music of the Beatles (3 cr.)(Fall) (A&H) A song-by-song look at the music, lives, and times of this extraordinary group and songwriting partnership. The course focuses on the Beatles’ music and aims to heighten student listening skills as well as foster a deeper appreciation of the Beatles’ music.

Z 402 The Music of Frank Zappa (3 cr.)(Fall, Spring) (A&H) A detailed survey of the musical career of rock’s most avant-garde composer. Traces Zappa’s creative output from his early days through his solo projects, his “big band” period, his orchestral productions, and finally his groundbreaking work with the Synclavier. All of Zappa’s commercially released albums are discussed, and students are responsible for a listening list of materials from these releases.

Z 403 The Music of Jimi Hendrix (3 cr.)(Fall) (A&H) This course offers a detailed look at the life, music, and career of rock music’s best and most influential guitarist. Jimi’s audio and video performances document his meteoric rise from obscurity to master musician in the few short years before his untimely death.

Z 404 The Music of Bob Dylan (3 cr.) (Spring)

Z 415 Connections: Music, Art, Literature (3 cr.) (Fall) (A&H) This class explores interrelationships among the arts—music, literature, art, and multimedia. By the end of the semester you should know and understand how the various arts influence each other, and are in turn influenced by the culture and temper of the times they reflect. Matters of style, deep structure, form, and texture are considered in the context of a historical survey from the Renaissance to the present, with emphasis on arts of the twentieth and twenty-first centuries. An after-hours private tour of the Indiana University Art Museum collection will be a feature of the course.

MUSIC EDUCATION

E 130 Introduction to Music Learning (2 cr.) (Fall, Spring) Introduction to the philosophy, sociology, and psychology of music. Survey of careers in music, including teaching (school and private), performing, scholarship, publishing, and technical fields. This course fulfills the pedagogy requirement for B.M. degrees.

E 131 Freshman Colloquium in Music Education (2 cr.) (Fall, Spring) A study of the organizational procedures, principles, and practices of teaching music in grades K–12. Required of all music education majors during the freshman year.

E 241 Introduction to Music Fundamentals (3 cr.) (Fall, Spring) Designed to aid elementary education majors in the School of Education in learning to sing and read music. This course is a prerequisite to EDUC-M 323 Teaching Music in the Elementary School. Students with a musical background can be exempted with credit from E 241 by taking the exemption examination during the first two class days. The exam consists of two parts: a written/aural test and a practical test.

MUSIC RECORDING ARTS

A 101 Introduction to Audio Technology (3 cr.) (Fall) An introduction to the equipment and techniques employed in audio recording and reinforcement, including basic audio theory, analog recording, and an introduction to digital audio. Restricted to audio technology majors only.

A 111 Basic Electricity (3 cr.) (Fall) *P: Two years of high school algebra and MATH-M 025 or its equivalent.* The course addresses the fundamental principles of electricity and magnetism with a review of the necessary algebra. For audio technology majors only or by permission of instructor.

MUSIC THEORY

Students with background in music theory must take a test for exemption and placement. Contact the Music Theory Office at (812) 855-5716, Simon Hall 225.

T 109 Rudiments of Music I (3 cr.) (Fall, Spring) Fundamentals of notation, including scales,

key signatures, meter signatures, and rhythmic notation. Ear training and music reading are emphasized. This is a theory course required of music majors. However, it may be taken as an elective by non-music majors with substantial music backgrounds.

T 151 Music Theory and Literature I (3 cr.) (Fall) *P: T 109 (or exemption) for music majors and minors. T 109 may be taken concurrently with T 151. Non-majors should contact the Music Theory Office before enrolling.* Introduction to the literature and analysis of music through detailed study of representative compositions. Introduction to diatonic harmony.

T 152 Music Theory and Literature II (3 cr.) (Spring) *P: For accepted or intended music majors and minors, T 151.*

VOCAL AND INSTRUMENTAL INSTRUCTION

Vocal and instrumental instruction is available to non-music majors as an elective in the areas listed below. Private lesson fees include tuition for a minimum of 2 credit hours plus an applied music fee (\$495 per course). Class instruction, available in piano, guitar, and voice, is exempt from the applied music fee. Except in class piano, guitar, and voice, music reading ability is considered a necessary prerequisite for performance study. Students with no music reading background are encouraged to learn music notation through the course Z 111 Introduction to Music Theory; through the class piano series, P 110-P 120-P 130; or through the guitar class L 101.

GUITAR

L 101, L 102, L 103 Guitar Classes I, II, III (2 cr.) (Fall, Spring) There are three levels for guitar offered for those interested in nonclassical techniques. Some sections meet in residence halls in the evenings. No auditions are necessary for guitar classes. Students must have an appropriate instrument.

L 101 Beginning Guitar Class (2 cr.) (Fall, Spring) Introduction to acoustic and classical guitar techniques employed in contemporary guitar finger style and chordal structured music playing, including basic music theory and note reading. No previous experience required.

L 102 Intermediate Guitar Class (2 cr.) (Fall, Spring) *Prerequisites: L 101 and/or ability to read music and play chord structures proficiently.* Expanding on acoustic and classical guitar techniques employed in contemporary guitar playing with emphasis on finger-style playing, note reading, and guitar music theory.

L 103 Advanced Guitar Class (2 cr.) (Fall, Spring) It is generally assumed that students in the advanced class are highly self-motivated and that they have a solid working knowledge of the entire fingerboard. Course content consists of music and techniques related to solo and ensemble classical guitar playing. A nylon string guitar is recommended but not required.

PIANO

P 100 Piano Elective/Secondary (2 cr.) (Fall, Spring) *P: P 141 or successful completion of the Keyboard Proficiency Examination.* This course is intended as an opportunity for music majors who have passed the Proficiency to continue study in piano on an elective basis. Weekly private piano lessons with an associate instructor. For information, call the secondary piano coordinator at (812) 855-9009 or e-mail secpiano@indiana.edu.

P 110 Beginning Piano Class 1 (2 cr.) (Fall, Spring) For non-music majors who have had no previous background in piano. Ability to read music notation is not assumed, and students wishing to learn music reading are encouraged to enroll in this course. Study during this semester emphasizes fundamentals of music reading, coordination on the keyboard, and playing of beginning pieces.

P 120 Beginning Piano Class 2 (2 cr.) (Fall, Spring) *P: P 110 or equivalent.* This semester continues drill in basic fundamentals and introduces the study of slightly more advanced pieces.

P 130 Beginning Piano Class 3 (2 cr.) (Fall, Spring) *P: P 120 or equivalent.* This semester serves as a transition from class to private study and includes study of repertoire at appropriate levels of difficulty.

VOICE

V 101 Voice Class (2 cr.) (Fall, Spring) An introductory course for beginners designed to familiarize students with the use of the voice, develop vocal technique, and practice sight reading. During the semester students will explore different styles of singing, practice vocal control and breath management exercises, and memorize and present to the class at least three songs. Students will be graded on individual progress, class participation, and preparation.

PRIVATE PERFORMANCE STUDY

Private performance study for non-music majors is offered under the following titles:

Z 110 (2 cr.) (Fall, Spring) Bassoon, Cello, Clarinet, Double Bass, Euphonium, Flute, Guitar (classical), Harp, Horn, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice Instruction consists of one weekly one-hour lesson scheduled by mutual arrangement between student and teacher. Students should consult the list posted outside of Merrill Hall, room 117, the first week of classes to learn their teacher assignment. It is the student's responsibility to contact the assigned teacher to schedule lesson times.

Near Eastern Languages and Cultures (NELC)

N 204 Topics in Middle Eastern Culture and Society (3 cr.) (Fall) (S&H) Martin Topic: The Making of the Modern Middle East

Conceived as an introduction to the history of the modern Middle East, this course will examine the political, economic, social, and cultural institutions and forces that have most profoundly shaped events in the region. The emphasis throughout will be on identifying the way in which specific events and long-term processes have informed social and political reality in the contemporary Middle East. We will focus our study on a number of significant political, social, economic, and cultural developments and movements, including (but not limited to): the emergence of Arab and other forms of nationalism; the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; the emergence of secularist and Islamist political movements; and the reformulation of class, ethnic, and gender identities. Meets with HIST-C 201.

N 208 Muslim Communities in Europe and the United States: Transnational Islam (3 cr.) (Fall) (S&H) Harding This is a survey course about the social and cultural aspects of the contemporary transnational Muslim communities in Europe and in the United States. The aims of the course are to introduce the transnational Muslim communities and their histories of migration to the West; to introduce their cultural and social organizations in Europe and in the United States; to acquaint students with the everyday life of the Muslim communities in the West, and their representations in the media; and to acquaint students with sources of research on contemporary Muslim communities in Europe and the United States. Course material includes books, articles, films (by and about these communities), newspaper articles, broadcasts and various media representations. Classes are a combination of lectures and discussion.

N 304 Issues in Middle Eastern Cultures and Societies (3cr.) (Fall) (S&H) Sinno Topic: Muslims in the West

N 304 Issues in Middle Eastern Cultures and Societies (3 cr.) (Fall) (S&H) Gruber Topic: Survey of Islamic Art and Architecture This course examines the beginnings, development, and maturation of Islamic art and architecture around the world from the seventh to the twentieth century. Beginning with a discussion of Islam, Muhammad, the Qur'an, and a definition of "Islamic" art, we will discuss the roles and meanings of demarcating divine topography as visible in the Ka'ba in Mecca and the Dome of the Rock in Jerusalem. We will examine the rapid spread of Islam to the east and west during the ninth–eleventh centuries; the Crusades; the three so-called gunpowder states of Anatolia (the Ottomans), Persia (the Safavids), and the Indian Subcontinent (the Mughals); Colonialism and Orientalism; and the emergence of modern Islamic art.

N 305 Issues in Middle Eastern Literature (3cr.) (Fall) Stetkevych Topic: Poetry and Empire: The Arabic Ode Throughout the 1500 years of recorded Arabic poetry, the ode has been used to confer, deny, negotiate, and compete for legitimate rule. Poetry and Empire will

begin by examining the roots of the Arab-Islamic tradition in the royal and tribal odes of pre-Islamic Arabia as bearers of ancient Near Eastern concepts of mythic, divinely appointed kingship and legitimate rule. We will then look at the Islamization of the ancient ode to confer legitimacy upon and declare allegiance to the Prophet Muhammad and the nascent Islamic state. We will examine the courtly ode in the early Islamic, Umayyad, and Abbasid periods, and the Fatimids in Egypt and the Umayyads and their successor states in al-Andalus. Finally, we will turn to the period of European imperialism in the Arab world (19th–20th centuries), when poetry was used as a counter- and anti-imperial tool to convey the humanistic ideals of the Arab Nahḍah (Renaissance) and to call for freedom from foreign occupation and domination.

N 306 Topics in Middle Eastern Studies (3 cr.) (Fall) Vinson Topic: Elementary Middle Egyptian I In this course students will be introduced to the language of ancient Egypt as it was spoken and written in the Egyptian Middle Kingdom (approximately 2000 BCE). Students will learn the basics of the hieroglyphic script and be introduced to the fundamental grammar of the Egyptian language, and will acquire a basic vocabulary of about 300 words.

N 306 Topics in Middle Eastern Studies (3 cr.) (Fall) Vinson Topic: Poetry, Fiction, and Philosophy of Ancient Egypt In this course, students will be introduced to the literature of ancient Egypt. Topics to be covered include the definition of literature and of genres, major themes in Egyptian literature, and development through time in a tradition that persisted for over three thousand years. All readings will be in translation.

N 307 Issues in Islamic Studies (3 cr.) (Fall) Trix Topic: Islam in the Balkans Islam came to the Balkans in the fourteenth and the fifteenth centuries with the Ottomans and spread across the peninsula of southeastern Europe. In this class we study the history of Islam in the Balkans, from the gradual conversions of local people, the political and cultural heights of the Ottoman Empire, to the decline of the Ottoman Empire, the growth of ethnic-based nation states, and the relegation of most Muslim communities to minority status. We will study the Ottoman cities of Edirne, Salonika, and Sarajevo, and the place of Balkan Muslims in the Ottoman Empire. We will also study the forced migrations and expulsions of Muslims from the Balkans in the nineteenth and twentieth centuries, culminating in the wars in Bosnia and Kosovo in the 1990s. Finally we draw on anthropological studies of Muslims in the Balkans in recent times for questions relating to gender and the ongoing negotiation of Muslim identities.

N 307 Issues in Islamic Studies (3 cr.) (Fall) Walbridge Topic: Shi'ism An introduction to Shi'ite Islam, covering the dispute over succession to the Prophet Muhammad, the martyrdom of Husayn, early Shi'ite revolts, the twelve Imams, basic Shi'ite beliefs and practices, including mourning rituals, the establishment of

Shi'ism in Iran, and contemporary Shi'ite politics in Iran, Iraq, the Gulf states, and South Asia.

N 307 Issues in Islamic Studies (3 cr.) (Fall) Afsaruddin Topic: War and Peace in Islamic Tradition War and peace are universal themes that Muslim scholars took great interest in. This class will focus on how war and peace were dealt with as religious, ethical, legal, and social issues within the diverse Islamic tradition. The term jihad and its derivatives as well as the concept of martyrdom have a great bearing on the understandings of war and peace in Islam. Accordingly, class readings and discussion will focus on how jihad and related concepts are treated in the Qur'an, hadith and hortatory literature, legal and mystical texts, from both the premodern and modern periods. Juridical conceptualizations of jihad as legitimate warfare will be compared to Western Christian constructions of just war and the commonalities between these two concepts will be explored.

N 307 Issues in Islamic Studies (3 cr.) (Fall) Afsaruddin Topic: Islamic Feminisms This course will provide a broad survey of the historical positions of women in premodern and modern Muslim societies, defined by the normative values of Islam and by cultural traditions that are sometimes at odds with religious prescriptions. We will discuss how the interpretations of these normative values in diverse circumstances and who gets to do the interpreting have had an important impact on women's societal roles. As increasingly more women scholars are appropriating the process of textual interpretation, it is giving rise to a heightened feminist consciousness and authority in a number of Muslim-majority societies—a phenomenon that many are calling Islamic feminism(s), which will be the focus of this class. The second half of the course will privilege women's voices in articulating their gendered identities and roles in mainly the Middle East, as expressed in memoirs, fiction, magazine articles, and public speeches.

Norwegian (GER)

See "Foreign Languages."

Optometric Technology/ Opticianry (TOPT)

V 111 Basic Optics (5 cr.) (Fall) Gerstman This course begins with a study of basic optical principles as related to spectacle lenses and leads into how these lenses are used in the correction of visual problems. There are lectures and laboratory exercises in geometrical/theoretical optics. Exercises in geometrical optics include the study of the paths of light in refraction and reflection. Selected optical instruments commonly found in ophthalmic practice are introduced. Examples of optical instruments covered in the laboratory portion are those for viewing the interior of the eye, for determining the curvature of the front corneal surface of

the eye, and for finding the power of spectacle lenses.

V 151 Ophthalmic Procedures 1 (4 cr.) (Fall)

Rivron This course includes techniques and theory used in optometric practice to prepare the student to carry out diagnostic testing procedures. Examples of course content are case history, visual acuity, refractive errors, keratometry and ophthalmometry, visual fields, color vision, eye movements, binocular vision, accommodation, convergence and divergence, visual axis deviation, strabismus, visual pathway, and pupillary reflexes.

V 153 Ophthalmic Dispensing (4 cr.) (Spring)

Pickel See the Web for description: www.indiana.edu/~deanfac/class.html.

V 174 Office Procedures (4 cr.) (Fall) Pickel

Students learn skills necessary to manage an ophthalmic practice. Lecture topics include letter writing, filing, telephone etiquette, appointment systems, recalls, bookkeeping, payroll records, resume writing, and third-party payment plans. In lab, students learn basic skills in e-mail, word processing, using the Internet, spreadsheets, database management, PowerPoint, optometric software, and developing Web pages.

V 201 Anatomy and Physiology of the Eye (3 cr.) (Fall) Rivron

This course provides an overview of the anatomy and physiology of the human visual system, with particular emphasis on the anatomy of the eye and visual pathway. The brain and nervous system, skull and orbit, and extraocular muscles and eye movements are also discussed. Laboratory work includes microscopic study of the monkey eye, examination of the human skull and brain, and dissection of a mammalian eye.

Persian (CEUS)

See "Foreign Languages."

Philosophy (PHIL)

The following descriptions are for illustrative purposes only. See the Web for descriptions of individual sections:

www.indiana.edu/~deanfac/class.html.

P 100 Introduction to Philosophy (3 cr.)

(Fall, Spring) (A&H) Can I doubt everything I think I know? Is there any meaningful freedom of action? Does God (or, for that matter, anyone or anything other than me) exist? Is there even a real world external to our senses? These are just a few of the questions philosophers have pondered. This course approaches such questions via a critical study of classic and contemporary writings, but you will also learn to engage in philosophical reflection of your own.

This course offers a broad introduction to many fundamental concepts of philosophy. The course will also develop your abilities to think and to write carefully and clearly. Topics planned for fall semester include Appearance and Reality, Divine and Human Nature.

P 105 Thinking and Reasoning (3 cr.) (Fall, Spring) (A&H) Savion *Open to freshmen and sophomores only.* In what circumstances does one have to give reasons for one's claims and beliefs? What does the giving of reasons achieve? What are the ways in which reasons can give support for a claim? What makes some reasons strong while others are shaky, and how may one learn to distinguish them?

In this course we undergo, by examining the actual practice of argumentation in various contexts and fields of inquiry, a careful discussion of the nature of good reasoning and critical analysis. Our aim is to help you develop a habit of thought—a skill that will not only enable you to evaluate arguments critically, including the presentations you find in everyday discourse, but will also provide you with the ability to reason by presenting arguments in a sound and intellectually honest way.

P 135 Introduction to Existentialism (3 cr.)

(Fall) (A&H) Spade Philosophical themes in nineteenth- and twentieth-century existentialism. Topics may include free choice and human responsibility, the nature of values, the influence of phenomenology on existentialism, and existentialism as illustrated in literature. Readings from some or all of de Beauvoir, Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, and Sartre. No prior knowledge of philosophy is presupposed. This course is also approved for College of Arts and Sciences Topics credit.

P 140 Introduction to Ethics (3 cr.) (Fall, Spring)

(A&H) Baron, Shapshay This course is designed to stimulate reflection about a number of issues in ethics and political philosophy. Readings will include great classics and contemporary philosophical writings as well as excerpts of legal cases. Topics will include abortion, free speech, oppression, tolerance, capital punishment, and the relationship between morality and the law.

This course demands critical thinking, close reading, and clear expository writing. While designed as an introduction, the material is by nature often demanding and difficult.

Students will take one midterm exam, write one paper, and take an essay final exam, in addition to completing some short homework assignments. Required text: *On Liberty* by J. S. Mill.

P 150 Elementary Logic (3 cr.) (Fall, Spring)

(A&H) McCarty, Savion This course provides students with a first introduction to basic techniques in modern logic. The bulk of our attention will be directed toward propositional logic—the logic of statements and their interrelations. The principal techniques students encounter here include analysis of statements via symbolization, evaluation of arguments with truth tables, and the representation of inferences using natural deduction derivations. Our treatment of propositional logic will be followed by a briefer excursion into predicate logic—the logic of quantifiers. There, simple symbolizations and natural deduction derivations also play a leading role. Credit is not given for both P 150

and P 250 if P 150 is taken concurrently with P 250 or if P 150 is taken after P 250. In order to earn credit for both, P 150 must be taken before P 250.

P 201 Ancient Greek Philosophy (3 cr.) (Fall)

(A&H) All of Western philosophy owes an incalculable debt to Plato and Aristotle. Their writings continue to provoke and stimulate students to this day. The modern student learns from them what it means to think philosophically. What better place to begin the philosophical enterprise than with ancient Greek philosophers? The Ionian cosmologists, the Eleatics, the Sophists, Socrates, Plato and Aristotle are the very sources of Western philosophy and, indeed, much of Western culture and thought.

P 211 Early Modern Philosophy (3 cr.) (Fall) (A&H) Abramson

P 250 Introductory Symbolic Logic (3 cr.) (Fall, Spring) (N&M) This is an introductory course in modern formal logic. The course teaches how to translate informal arguments from English into symbolic logic and then how to use formal tools to assess their validity. Students will be taught how to construct proofs for valid arguments and counter-examples to invalid arguments. Symbolic logic is not only useful for improving reasoning skills, but it is a formal tool used in many disciplines outside of philosophy. P 150, which is a more elementary treatment of similar topics, is not a prerequisite for this course. Credit is not given for both P 150 and P 250 if P 150 is taken concurrently with P 250 or if P 150 is taken after P 250. In order to earn credit for both, P 150 must be taken before P 250.

Physics (PHYS)

P 101 Physics in the Modern World (4 cr.)

(Spring) (N&M) Kesmodel See the Web for description: www.indiana.edu/~deanfac/class.html.

P 105 Basic Physics of Sound (3 cr.) (N&M)

(Fall, Spring) This course is intended for students with an interest in sound, its production (musical instruments, electronic sound, and voice), and reception (hearing). It provides a foundation in the physics of vibrating systems, resonance, waves, and sound and emphasizes modern electronic applications such as microphones, amplifiers, phonographs, loudspeakers, and analog and digital recording methods. This course is intended for non-science majors and requires no prior training in physics. The mathematics used in this course is limited to a small amount of high school algebra.

P 108 Intermediate Acoustics Laboratory (2 cr.)

(Fall) P or C: P 105 or MUS-T 593 or consent of instructor. An optional laboratory course designed to complement P 105. Included are experiments on the basic properties of sound waves and the synthesis and analysis of musical sounds, as well as experiments on more modern and advanced topics such as room acoustics, transducers, microelectronics (integrated circuits and amplifiers), and digital sound. Intended

for students majoring in audio technology and telecommunications.

P 109 Speech and Hearing Acoustics Lab (2 cr.) (Fall, Spring) R: *P 105 or SPHS-S 302*. An audio laboratory that serves the needs of prospective speech and hearing majors.

P 110 Energy (2 cr.) (Fall) Meets for 10 weeks with PHYS-P 120. A study of various aspects of energy consumption, demand, supply, environmental impact, and alternative energy sources.

P 114 Understanding the Invisible Universe (3 cr.) (Spring) (N&M) Lemmers

P 120 Energy and Technology (3 cr.) (Fall) (N&M) An appropriate course for undergraduates in the Schools of Business and Education, SPEA, and the College of Arts and Sciences. This course provides a wealth of applications of the powerful concepts of physics, very real and demanding problems of the production of energy, the consequences of this energy production, and the fast-moving development of new technologies. The course will broaden your base of attack strategies for this complex array of problems. This course is approved for College of Arts and Sciences Topics credit.

P 150 How Things Work (3 cr.) (Fall, Spring) (N&M) Crack open one of the technological wonders that we take for granted, and you will find a miniature world of physics. For example, inside a digital camera are several systems of lenses and filters (optics), a light sensor (quantum mechanics), electronics to measure the light and store the results (electricity and magnetism), internal and external communication pathways (electromagnetic waves), a display (complex electro-optical material), a computer, and a power supply. Though this side of physics is often not explored in introductory courses, which emphasize fundamental laws and their applications in (mostly) idealized circumstances, an appreciation for the issues involved in integrating many interacting subsystems should be one of the essential elements of scientific literacy in students. This course is approved for College of Arts and Sciences Topics credit.

P 199 Physical Science through Inquiry (3 cr.) (Fall, Spring) Olmer P: *EDUC-Q 200*. This course is part of an integrated sequence of science courses for elementary education majors. Enrollment is limited to majors in the School of Education. The course provides an introduction to physical science in which topics such as motion, forces, energy, states of matter, electricity, magnetism, and light are discussed.

P 201-P 202 General Physics I-II (5-5 cr.) (Fall, Spring) (N&M) P: *Knowledge of high school-level mathematics (algebra, trigonometry)*. This is a two-semester sequence; both courses are taught each semester. These courses are intended primarily for students majoring in the biological, life, mathematical, and physical sciences. A wide variety of topics is covered—mechanics, wave motion, thermodynamics, electricity, magnetism, optics, and atomic and nuclear physics. Special

attention is given to the application of physical principles to other scientific disciplines. Credit given for only one of P 201 or P 221; P 202 or P 222.

P 221-P 222 Physics I-II (5-5 cr.) (Fall, Spring) (N&M) P or C: *MATH-M 211 (for P 221), M 212 (for P 222), or consent of instructor*. This is a two-semester calculus-based sequence; both courses are taught each semester. These courses are recommended for students who wish to obtain a rigorous background in physics, such as majors in astrophysics, biochemistry, chemistry, computer science, mathematics, and physics. Topics covered include mechanics, wave motion, thermodynamics, electricity, magnetism, optics, and modern physics. Credit given for only one of P 201 or P 221; P 202 or P 222.

There is a special honors section for freshmen particularly interested in majoring in physics or pursuing research careers in another area of science. Interested students are encouraged to contact the physics academic advisor for more information. The honors sections of P 221 and P 222 are taught only in the fall and spring, respectively.

Polish (SLAV)

See also "Foreign Languages."

P 365 Topics in Polish Literature and Culture: Post-Communist Culture (3 cr.) (Spring) (A&H) P: *P 364 or consent of instructor*.

Political and Civic Engagement (PACE)

C 210 Public Leadership in America (3 cr.) (Fall, Spring) (S&H) Interdisciplinary introduction to the role of leadership and individual action in American political and civic life, from local communities to the nation's capital. Students will research, compare, and analyze different leadership styles and individual leaders as well as begin to develop their own leadership skills and interests.

C 211 Public Decision Making in America (3 cr.) (Fall, Spring) (S&H) Interdisciplinary introduction to public decision making in the United States from local communities to the nation's capital, including theories, key sites of political and civic action, and case studies. Students will also be introduced to the primary skills of effective engagement in political and civic discussion, deliberation, advocacy, and action.

Political Science (POLS)

Y 100 American Political Controversies (3 cr.) (Fall, Spring) (S&H) (First 10 weeks) Introduction to current or past American political controversies. The course content presents multiple sides of complex issues. Topics vary from semester to semester. The course may be repeated once for credit; however, the course

may be counted only once toward a political science major.

Y 102 International Political Controversies (3 cr.) (Spring) (S&H)

Y 103 Introduction to American Politics (3 cr.) (Fall, Spring, Summer) (S&H) Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

Y 105 Introduction to Political Theory (3 cr.) (Fall, Spring) (A&H) Perennial problems of political philosophy, including relationships between rulers and ruled, nature of authority, social conflict, character of political knowledge, and objectives of political action. Credit not given for both Y 105 and Y 215.

Y 107 Introduction to Comparative Politics (3 cr.) (Fall, Spring, Summer) (S&H) Similarities and differences in political processes, governmental institutions, and policy issues across major contemporary states. Cases for comparison include industrial democratic states (such as countries of Western Europe and the United States), communist states (such as the former Soviet Union and China), and developing countries. Credit not given for both Y 107 and Y 217.

Y 109 Introduction to International Relations (3 cr.) (Fall, Spring) (S&H) Thompson This course is an introduction to international politics. No previous background is assumed. We will examine the historical evolution of international politics and how its structures and processes interact to shape the world in which we live. Equal attention will be paid to patterns of conflict and cooperation, international political economy, and international policy problems. Credit not given for both Y 109 and Y 219.

Y 200 Contemporary Political Problems (3 cr.) (Fall, Spring, Summer) (S&H) Extensive analysis of selected contemporary political problems. Topics vary from semester to semester. May be repeated once for credit.

Y 210 Honors Seminar (3 cr.) (Fall, Spring) (S&H) Intensive examination of selected political topics for freshman and sophomore honors students. Emphasis on critical discussion and preparation of brief papers. May be repeated once for credit.

Y 249 Religion, Politics, and Public Policy (3 cr.) (Spring) (S&H)

Portuguese (HISP)

See "Foreign Languages."

Psychological and Brain Sciences (PSY)

Students majoring in psychology should take P 155 or P 106. Neuroscience majors may choose P 101, P 106, or P 155. Non-majors should enroll in P 101, then P 102.

P 101 Introductory Psychology I (3 cr.) (Fall, Spring) (N&M) An introductory course in psychology with a strong emphasis on the biological and behavioral aspects of psychology. The course will cover the history of psychology, the experimental methods of psychology, the brain and the nervous system, learning, memory and cognition, sensation and perception, and emotion and motivation. Credit given for only one of P 101, P 106, or P 155.

P 102 Introductory Psychology II (3 cr.) (Fall, Spring) (S&H) *P: P 101.* This course covers developmental psychology, social psychology, assessment, personality, abnormal psychology, stress, and psychotherapy. Credit given for only one of P 102 or P 106.

P 155 Introduction to Psychological and Brain Sciences (3 cr.) (Fall, Spring) (N&M) An introduction to psychological and brain sciences for psychology majors. Introduces students to the history of psychology and its place in science, the experimental method, and the broad range of topics studied by psychological scientists. Credit given for only one of P 101, P 106, or P 155.

P 211 Methods of Experimental Psychology (3 cr.) (Fall, Spring) (N&M) *P: P 101, P 106, or P 155.* Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports.

Statistics Courses

K 300 Statistical Techniques (3 cr.) (Fall, Spring) (N&M) *P: MATH-M 118 or M 119.* Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, and elementary probability. Concepts of statistical inference and decision; estimation and hypothesis testing. Special topics include regression and correlation, analysis of variance, non-parametric methods. Credit given for only one of MATH- or PSY-K 300, K 310; CJUS-K 300; ECON-E 370 or S 370; LAMP-L 316; SOC-S 371; SPEA-K 300; or STAT-S 300.

K 310 Statistical Techniques (3 cr.) (Fall) (N&M) *P: MATH-M 119 or equivalent.*

Public and Environmental Affairs (SPEA)

A 163 Art Worlds: Management, Markets, and Policy (3 cr.) (Fall, Spring) An overview of the management of arts organizations, including public policy in the arts, the economic structure of arts markets, and issues facing arts administrators. At the heart of each of these topics is the question of what makes cultural goods—literature, recorded music, live opera, paintings, films, and so on—different from goods such as socks, apples, and auto insurance. Register for section A 450 #27141 for fall; A 163 for spring.

E 162 Environment and People (3 cr.) (Fall, Spring) This is an ideal course for students interested in the environment. The course

explores how people affect the environment and how the environment affects people in return. Case material examines global warming, water pollution, and pressure on natural resources caused by population growth. The approach is interdisciplinary, integrating principles from biology, natural history, policy, and management. Course strives to promote “environmental literacy” among students in any major and is required for many public and environmental affairs majors.

E 262 Environmental Problems and Solutions (3 cr.) (Spring)

E 272 Introduction to Environmental Sciences (3 cr.) (Fall, Spring) Students participate in an interdisciplinary exploration of environmental science and its application to the physical world using concepts and methods from chemistry, geology, biology, and physics. Students explore real-world problems by using critical-thinking skills and applying the scientific method. Topics may include energy flow in natural systems, biological responses to environmental stress, and urban air pollution. This course is required for environmental management majors.

H 320 Health Systems Administration (3 cr.) (Fall, Spring) This course is an overview of the U.S. health care delivery system. Students examine the structures and functions of the current system and enduring challenges that health administrators confront. Topics include affordable health care, employer-mandated insurance, AIDS funding, and comparisons with health care systems in other countries.

V 160 National and International Policy (3 cr.) (Fall, Spring) This course focuses on the great policy debates of our time and the means for clarifying these debates through public policymaking. A major theme in the course is the role of democratic citizenship in public affairs. Topics may include social security, poverty alleviation, health care, education, environmental protection, government regulation, and the national budget. This course appeals to students interested in business, journalism, telecommunications, economics, political science, history, and sociology.

V 161 Urban Problems and Solutions (3 cr.) (Fall, Spring) For centuries people have flocked to cities seeking freedom and economic opportunity. But cities have also been criticized as havens for criminals, corrupt politicians, and socially inappropriate ideas. This course considers the major challenges that cities face and potential policy remedies. Students will study the evolution of cities; contemporary social, economic, and political forms and functions in urban areas; and the forces shaping life in the city.

V 220 Law and Public Affairs (3 cr.) (Fall, Spring) This course provides a basic understanding of the origins, process, and impact of law and lawmaking in the public arena. Students will study the fundamental concepts of the judicial system and law in its various forms, the role of the courts in public life, and key statutes and court decisions that form the foundation of American jurisprudence

in the public sector.

V 241 Management Foundations and Approaches (3 cr.) (Fall, Spring) Students examine core functions of management in the public and private sectors. The course has five parts—what management entails, approaches to the study of management, contextual factors, major issues, and management functions. The course concludes with a capstone experience.

V 261 Computers in Public Affairs (3 cr.) (Fall, Spring) Students examine the core concepts driving information technology today and how these concepts relate to public affairs and management. The course covers how computers and networks function, why computers have become so pervasive, and how information technology is used in the business and public sectors. This practical, hands-on course focuses on Microsoft Word, Access, PowerPoint, and Excel.

Religious Studies (REL)

A 210 Introduction to the Old Testament/Hebrew Bible (3 cr.) (Fall) (A&H) The Hebrew Bible—the Old Testament to Christians, the Tanakh to Jews—is perhaps the most read text in the history of the world. It is also the most misread. This course takes a historical approach to the various books that came to be seen by many as sacred scripture. What do we know about who wrote the Bible, the world that produced it, and the events it describes? Why was it written, and what was it trying to communicate? We will not read the entirety of the Hebrew Bible in this course, but we will instead concentrate on selected texts in order to appreciate the span of topics in the Hebrew Bible, from the creation myth to the exploits of ancient kings to poems celebrating love and wisdom.

A 220 Introduction to the New Testament (3 cr.) (Spring) (A&H) Harrill

A 230 Introduction to Judaism (3 cr.) (Fall) (A&H) This course will explore the development of what has become known as “Judaism.” Beginning with the religion of Ancient Israel (or proto-Judaism), we will trace the development of a small and insignificant desert tribe into one of the world’s major religions. We will begin by discussing the concept of “religion” more generally, what it implies and if, in fact, it even exists. We will then turn to the Jewish traditions from the Bible to modern times. Our focus will be more theoretical than historical—looking at the ways Jews created, adopted, and utilized ideas in response to their cultural surroundings and through their interpretation of canonical texts. Topics will include the concepts of covenant, law, election, reason, mysticism, heresy, land, diaspora, destruction, culture, and ethics. We will read from the Hebrew Bible, New Testament, Talmud, Maimonides, the Karaites, Zohar, Spinoza, Sabbatei Tzi, the Baal Shem Tov, Franz Rosenzweig, Martin Buber, Mordecai Kaplan, and Elie Weisel.

A 250 Introduction to Christianity (3 cr.) (Fall, Spring) (A&H) Fruchtmann, Johnson The

study of Christianity is the study of history; of philosophy; of people, places, and cultures; of texts; of art; of economics, society, and politics; of relationships between people and relationships between ideas. Over its two-thousand-year history, Christianity has shaped and been shaped by its surroundings, has influenced and been influenced by its intellectual climate. It has been, and continues to be, a huge presence in the world's political landscape. This course is an introduction to Christianity, a jumping-off point for further study, and a way of familiarizing yourself with the diversity and history of one of the driving forces in society today.

This course will follow the history of Christianity, beginning with Jesus and the gospels (canonical and non-canonical), weaving through Late Antiquity, the Middle Ages, the Reformation, and the American context before ending with discussions of contemporary issues in Christianity such as civil rights, poverty, politics, and the ordination of women.

A 270 Introduction to Islam (3 cr.) (Fall) (A&H) Introduction to the religious world of Islam: the Arabian milieu before Muhammad's prophetic call, the career of the Prophet, Qur'an and hadith, ritual and the pillars of Muslim praxis, legal and theological traditions, mysticism and devotional piety, reform and revivalist movements.

B 210 Introduction to Buddhism (3 cr.) (Fall, Spring) (A&H) Nance This course offers a broad overview of Buddhist ideas and practices, from their origins in India to their later expansions into other parts of Asia (and their more recent incursions into Europe and the Americas). The course has two main aims: first, to familiarize you with Buddhism as it has taken shape in various historical and cultural settings; second, to invite you to think carefully and critically about Buddhist ideas and practices and what they imply for those who espouse and engage in them. In pursuit of these aims, we will investigate a wide range of primary sources in translation, together with additional texts (and a few films) that will help you to contextualize and understand this material. No previous knowledge of Buddhism is required. This course is also approved for College of Arts and Sciences Topics credit.

B 220 Introduction to Hinduism (3 cr.) (Fall) (A&H) Haberman Approximately one-fifth of people on our diverse planet identify themselves as Hindus. This course is a historical survey of the major movements within the Hindu religious tradition. While tracing the history, we will explore the creative tension between the ascetic's quest for freedom and the householder's search for enjoyment. This provides an opportunity to examine religious issues such as differing views of the self, the nature of the world, and the ultimate goal of life. We will examine the classical texts of the Hindu traditions, such as the *Upanishads*, *Bhagavad-Gita*, and *Gita Govinda*, and also view films and slides to gain access to the rich visual dimension of contemporary Hindu culture.

D 250 Religion, Ecology, and the Self (3 cr.)

(Spring) (A&H) Haberman

R 102 Religion and Popular Culture (3 cr.) (Fall) (A&H) (Second eight weeks) Who was or is Jesus of Nazareth? The divine Word of the Gospel of John? The strong and mighty Lord of medieval liturgical poetry? The symbol for all persecuted minorities of the controversial movie *The Color of the Cross*? The conflicted messiah of *The Last Temptation of Christ*? Or the funny, down to earth savior that often has adventures with Stan, Kyle, Cartman, and Kenny in *South Park*? Instead of deciding who is the "real" Jesus of Nazareth, in this course we will focus on how different depictions of Jesus reflect the values, hopes, fears, and anxieties of the cultures that produced them. In order to do so, we will focus on a variety of sources from different time periods (biblical narratives, medieval and contemporary literature, art, TV shows, and cinema). We will compare and contrast and think critically of these sources in order to reflect about the meaning and relevance of the many meanings that Jesus of Nazareth has had over time. Key topics in this course will be religious tradition and its reassertions, challenges and skepticism of tradition, the role of religious figures as countercultural icons, and the overall role of religious figures in pop culture. Students will be evaluated in two short reflection papers and a final exam (two essay questions).

R 133 Introduction to Religion (3 cr.) (Fall, Spring) (A&H) Levene, Furey What is religion? A communal system of beliefs and practices? An individual search for meaning and truth? This course is an introduction to religion through a consideration of these questions in a global context. We will focus on the creation and formation of a religious self, exploring the values and responsibilities such a self presumes. Drawing on scriptures and philosophies in a wide variety of contexts and styles, we will gather a repertoire of ideas of religion, along with the methods, perspectives, and questions that will enable us to launch fruitful comparisons.

R 152 Jews, Christians, Muslims (3 cr.) (Spring) (A&H)

R 153 Religions of Asia (3 cr.) (Fall, Spring) (A&H) Blair This course introduces students to the study of several Asian religions, namely Buddhism, Hinduism, Confucianism, Daoism, and Shinto, and focuses on the question of what the classics are and why they are classic. Over the course of the semester, we will explore the changing interpretations of important, canonical texts such as the *Dao de jing* and *Bhagavad gita*. And in the process, we will analyze how context affects the meaning, status, and uses of a religious text. This course includes in-depth readings from primary sources (though we will also use a textbook for background information), and asks students to read critically and actively. In addition to readings assigned for each class meeting, requirements include a midterm, final, and short weekly writing exercises. The course format includes both lectures and discussions, and there are no prerequisites.

R 160 Religion and American Culture

(3 cr.) (Fall, Spring) (A&H) Brown How does religion influence American culture, and how does American culture shape religion? We will answer this question by reading and discussing novels, correspondence, laws, autobiographies, and ethnographies; by viewing movies, television, art, and cartoons; by listening to music; and even by eating food! The goal of this course is to provide an engaging, accessible introduction to how religion and American culture have intertwined, both historically and in the present, while developing skills in critical thinking, written and oral communication, and analysis of documents that will help students to prepare for advanced undergraduate and graduate courses and for careers in a variety of professions, including business, law, medicine, and education. We will focus on Protestantism, Catholicism, Judaism, and Islam, but other traditions will also be mentioned.

R 170 Religion, Ethics, and Public Life (3 cr.) (Spring) (A&H) Sideris

Reserve Officers Training Corps (ROTC)

Aerospace Studies (AERO)—Air Force

Air Force Reserve Officer Training Corps (ROTC) is a professional career training program that prepares you for a career serving in the U.S. Air Force after graduation. Air Force ROTC enhances any major program by teaching leadership skills, discipline, professionalism, and self-confidence critical to success in any career field. AERO-A 100 and 200 courses are open to all students and do not require any service commitment. Tuition, books, uniforms, and all equipment are free. For more information on Air Force ROTC, call (812) 855-4191 or visit our website at <http://www.indiana.edu/~afrotc/>.

All courses are taught by active duty Air Force officers. To earn a minor in aerospace studies, students must complete 15 semester hours of AFROTC courses with a minimum of 6 upper-division hours in 300- or 400-level courses. Some schools will not accept aerospace studies as a minor. Scholarship opportunities are available.

A 101 Introduction to the Air Force Today (2 cr.) (Fall) This course serves as a familiarization tool for students with little or no knowledge of the Air Force. The course covers key topics such as professionalism, customs and courtesies, officership, organizational structure, and introduction to communication skills. Simultaneous enrollment in A 201 is allowed. No military obligation is incurred. Tuition and books free.

A 102 Introduction to the Air Force II (2 cr.) (Spring) Continuation of topics taught in A 101.

A 201 Evolution of USAF Air and Space Power I (2 cr.) (Fall) This course covers the history of air power from the first balloons and dirigibles through today. Simultaneous enrollment in A 101 is allowed. No military obligation is incurred. Tuition and books free.

A 202 Evolution of USAF Air and Space

Power II (2 cr.) (Spring) Continuation of topics taught in A 201.

Military Science (MIL)—Army

The Army Reserve Officer Training Corps (ROTC) is a program of leadership and military skills training. It prepares students to be leaders and to serve as officers in the active Army, Army Reserve, or Army National Guard upon graduation. Indiana University Army ROTC enhances any IU major by instilling the confidence, self-discipline, and leadership skills critical to a lifetime of success. The 100- and 200-level courses are open to any student and do not entail any commitment to military service. For more information about this world-class leadership development program, call (812) 855-7682 or visit our website at www.indiana.edu/~rotc

G 101 Leadership and Personal Development (2 cr.) (Fall) This course examines the unique duties and responsibilities of Army officers. Topics include the organization and role of the Army, basic communication skills, fitness training, an analysis of Army values and ethical behavior, and a discussion of leadership principles and techniques.

G 102 Basic Leadership (2 cr.) (Spring) Continuation of topics taught in G 101.

G 201 Innovative Tactical Leadership (2 cr.) (Fall) This course develops self-confidence and individual leadership. Students will learn problem-solving and critical-thinking skills. In addition, they will be given opportunities to apply communication, feedback, and conflict resolution techniques. Tuition free.

G 202 Leadership and Ethics (2 cr.) (Spring) Continuation of topics taught in G 201.

Romanian (SLAV)

See "Foreign Languages."

Russian (SLAV)

See also "Foreign Languages."

R 223 Introduction to Russian Culture (3 cr.) (Fall, Spring) (A&H) College Intensive Writing for one of two sections. Survey of development of Russian culture and thought from medieval Russia to the present, as seen primarily through literature and the arts. Knowledge of Russian is not required.

R 224 Contemporary Russian Culture (3 cr.) (Spring) (A&H) See the Web for description: www.indiana.edu/~deanfac/class.html.

R 263 Russian Literature: Pushkin to Dostoevsky (3 cr.) (Fall) (A&H) *College Intensive Writing for one of two sections.* The course focuses on classical masterpieces of Russian prose fiction in the nineteenth century, from the 1830s to the 1880s. Readings include works not only by Tolstoy and Dostoevsky (*Anna Karenina*, *Crime and Punishment*), but also Pushkin (*Queen of Spades*), Gogol (*Diary of a Madman*), Lermontov

(*A Hero of Our Time*), and Turgenev (*Fathers and Sons*). Knowledge of Russian not required. Students satisfying the intensive writing requirement will write four papers.

R 264 Russian Literature from Tolstoy to Solzhenitsyn (3 cr.) (Spring) (A&H) *College Intensive Writing for one of two sections.* See the Web for description: www.indiana.edu/~deanfac/class.html.

R 352 Russian and Soviet Film (3 cr.) (Fall) (A&H) Development of Russian cinematography from 1896 to the present. Characteristic features of Soviet films, theory and practice of filmmaking in the former Soviet Union, the Soviet and Russian cinema in its relationship to Russian literature and in the larger context of European cinema art. Knowledge of Russian is not required.

Sanskrit (INST)

See "Foreign Languages."

Second Language Studies (SLST)

T 101 English Language Improvement (2-12 cr.) (Fall, Spring) (Eight weeks) A series of courses in academic literacy and oral proficiency development for international undergraduate students. For students already admitted to IUB who need additional English language proficiency for academic success. These courses may be taken concurrently with other courses, and these credit hours count toward full-time student status. But credit hours from T 101 classes do not count toward the total number of credit hours required for a degree. These courses are *not* for native English speakers.

Serbian (SLAV)

See "Foreign Languages."

Social Work (SWK)

S 100 Topics in Social Work: Understanding Diversity in a Pluralistic Society (3 cr.) (Fall, Spring) This course covers theories and models that enhance understanding of our diverse society. Content includes differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relationship to the majority group. These groups include, but are not limited to, people of color; women; and gay, lesbian, and bisexual persons. In addition, the course analyzes the interrelationship of race, class, ethnicity, and gender and how these factors relate to issues of social justice. Open to all students.

S 141 Introduction to Social Work (3 cr.) (Fall, Spring) *R: ENG-W 131 and an introductory sociology or psychology course.* Examination of characteristics, function, and requirements of social work as a profession. Emphasis on ideological perspectives of the profession

and the nature of professional function and interaction. Social work practice borrows from the theories of the social and behavioral sciences, particularly sociology and psychology.

Sociology (SOC)

See additional course descriptions on the Web: www.indiana.edu/~soc/index.html

S 100 Introduction to Sociology (3 cr.) (Fall, Spring, Summer) (S&H) This course has two purposes. First, it will introduce students to the central concepts, methods, and theoretical orientations of sociology. Specific topics covered include the sources and consequences of class, racial, and gender inequality; the origins of popular beliefs and values; life in utopian communities; problems of family life; and the future of U.S. society. Although the focus of the course is on U.S. society, materials on other societies will be introduced to show which societal attributes are unique to the United States and which are common to all societies. Second, the course will seek to develop in students a critical attitude toward societal institutions—one that does not simply take things as they exist for granted, but instead asks why institutions exist and in whose interest they are maintained.

S 101 Social Problems and Policies (3 cr.) (Fall) (S&H) *Cornell Topic: Envisioning the City* Houses, roads, school buildings, street trees, shopping malls, interstate highways, hedges: all of these elements make up what scholars of urban planning, architecture, landscape architecture, and the environment call "built environment." You will learn how to identify the various components of the built environment, how to analyze them, and how to use the knowledge you gain through this analysis to design landscapes that respond to specific social problems. Because this is a studio-style course, you will spend your time visiting sites in Bloomington, drawing maps and graphs of those sites, analyzing yours and others' work, and presenting your work in class. Two of the three portfolio projects involve designing new environments for those sites that respond to specific social problems. A service learning course.

S 101 Social Problems and Policies (3 cr.) (Fall) (S&H) *Irby Topic: Growing Up and Growing Old: An Introduction to the Life Course* Designed to provide students with an overview of the major concepts related to the life course, the focus will be on examining life from birth to death, with the aging process as a main focus. We will talk about age as not just a biological process but as a social phenomenon. You will learn how your individual life is structured by the historical period in which you live, the birth cohort in which you are part, and the culture in which you are embedded. You will also learn how family, community, work, and education are all interdependent. You will discover how life trajectories are influenced by one's gender, race, and social class. The overarching theme for this course is a focus on social problems. Thus, we will examine how life events and experiences

over the life course such as birth, childhood, adolescence, marriage, starting a career, and dying are accompanied by struggles, obstacles, and barriers.

S 101 Social Problems and Policies (3 cr.) (Fall, Spring) (S&H) Pescosolido *Topic: Medicine in America: Physicians, Patients, and Their Problems.* The United States has the costliest health care system in the world, yet it is criticized for its failure to cure society's ills such as cancer, heart disease, and AIDS. When people do get sick, many do not have the financial means to pay for needed services, or they may receive inferior care because of their inability to pay for more effective but costly treatment. All of these issues deal with health and medical care that all of us experience in one form or another. This course explores basic questions about a wide range of topics dealing with the providers of care, the recipients of care, and the larger context of health, illness, and disease.

S 101 Social Problems and Policies (3 cr.) (Fall) (S&H) Shaddox *Topic: Religion and Politics* How have U.S. church-state relations changed in recent decades? What models for church-state relations do other Western nations practice? Should government funds be used to support church and faith-based social service programs for the poor? Can businesses restrict the religious practices of their employees? Do Religious believers have the right to proselytize others in public places? Is religion good or bad for democracy? Answers to such questions depend on how we understand the relationship between religion and politics.

This course builds toward a broad understanding of the major issues and complexities that arise when religion and politics intersect. We will use a social scientific approach to religion in order to examine many of the underlying sociological, political, historical, legal, and cultural issues regarding how it operates in the American political landscape. Although our primary focus will be the evolution of this tension in the United States, a portion of the course will look at how other nations have addressed these issues.

S 110 Charts, Graphs, and Tables (3 cr.) (Fall, Spring) (N&M) Social scientists attempt to better understand the social world. Almost always, numbers are used to illustrate and convey relationships interesting to researchers. These numbers must be presented in an accessible and interpretable fashion. Charts, graphs, and tables are effective ways to present empirical results. At each stage in the research process, errors can be made, accidentally or purposefully, that ultimately may lead to inappropriate and/or misleading results and conclusions. This course will prepare you to be a knowledgeable and critical consumer of research findings. Perhaps more important, you will also become a good producer of scientific knowledge.

This is not a math course. Rather, it is a class that focuses on quantitative reasoning. Throughout the semester we will focus less on the mathematics behind producing numbers and more on the underlying logic of the

mathematical procedures. Accordingly, you will learn some elementary statistical techniques, how and when to use them, and various techniques available for presenting your results. Finally, you will apply what you have learned and be able to make correct conclusions about aspects of our social world.

S 210 The Economy, Organizations, and Work (3 cr.) (Fall, Spring) (S&H) Rojas Explores the transformation of capitalism and industrialized societies; the evolution of organizations such as corporations, government agencies, educational systems, and others; and the changing world of work.

S 215 Social Change (3 cr.) (Fall) (S&H) Brooks Introduction to theoretical and empirical studies of social change. Explores issues such as modernization; rationalization; demographic, economic, and religious causes of change; and reform and revolution.

S 217 Social Inequality (3 cr.) (Fall, Spring) (S&H) Anderson Why are income, wealth, and status distributed unequally? Is social inequality good for society? This course explores the economic basis of social class, education and culture, social mobility, and social inequality in comparative and historical perspective.

S 220 Culture and Society (3 cr.) (Fall) (S&H) Eder, Hallett, Benard Explores changing beliefs about the role of ideas, values, and symbols in society. Considers recent public debates over the content and practices of science, morality, art, and popular culture.

S 230 Society and the Individual (3 cr.) (Fall, Spring, Summer) (S&H) Introduction to the concepts, perspectives, and theories of social psychology from the level of the individual to collective behavior. Specific topics include: What is "the self?" where does it come from? How does the way we think shape our interactions with other people? How do our interactions with others create the social world that we live in? Why does society work at all, instead of collapsing into anarchy?

South Slavic (SLAV)

See "Croatian" and "Serbian" in "Foreign Languages."

Spanish (HISP)

See also "Foreign Languages."

S 324 Introduction to the Study of Hispanic Cultures (3 cr.) (Fall, Spring, Summer I) (A&H) *P: S 310 or S 280 or equivalent.* Through the examination of a variety of texts, this course explores Spanish, Latin American, and U.S. Latino culture from historical, social, artistic, and political perspectives.

S 326 Introduction to Spanish Linguistics (3 cr.) (Fall, Spring, Summer I) (N&M) *P: S 310 or S 280 or equivalent.* Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course

surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included.

S 328 Introduction to Hispanic Literature (3 cr.) (Fall, Spring, Summer I) (A&H) *P: S 310 or S 280 or equivalent.* Develops skills needed for more advanced study of Hispanic literatures through the reading and analysis of texts in at least three literary genres.

Speech and Hearing Sciences (SPHS)

See "Foreign Languages" for American Sign Language courses.

S 110 Survey of Communication Disorders (3 cr.) (Fall, Spring) (S&H) This course is designed as an introduction to normal and disordered communication and the professions of speech-language pathology and audiology. In addition to a general overview of these professions, topics include normal communication development and adult functions; cultural differences; and a variety of speech, language, and hearing disorders with an emphasis on the anatomical, physiological, behavioral, and social aspects of those disorders. General approaches to rehabilitation are also discussed.

Developed with both majors and Non-majors in mind, S 110 provides a brief survey of the many aspects of communication disorders encountered by speech-language pathologists, audiologists, and other professionals.

S 111 Introduction to Phonetics for Speech and Hearing Sciences (3 cr.) (Fall, Spring) (N&M) Scientific study of speech production based on the International Phonetic Alphabet. Weekly exercises in transcription of the sounds. Skill development is cumulative during the semester and culminates in the transcription of longer units of speech, as well as the identification of errors typically heard in the speech of children and adults with articulation disorders.

Statistics (STAT)

K 310 Statistical Techniques (3 cr.) (Fall, Spring) (N&M) *P: M119 or equivalent* *Introduction to probability and statistics.* Elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measures of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, nonparametric methods. Credit given for only one of K 310 or S 300, ANTH-A 306, CJUS-K 300, ECON-E 370 or S 370, MATH-K 300 or K 310, POLS-Y 395, PSY-K 300 or K 310, SOC-S 371, or SPEA- K 300.

S 100 Statistical Literacy (3 cr.) (Fall, Spring) (N&M) Whitlock *P: MATH M014 or equivalent.*

How to be an informed consumer of statistical analysis. Experiments and observational studies, summarizing and displaying data, relationships between variables, quantifying uncertainty, drawing statistical inferences. S 100 cannot be taken for credit if credit has already been received for any statistics course (in any department) numbered 300 or higher.

S 300 Introduction to Applied Statistical Methods (4 cr.) (Fall, Spring) (N&M) Anderson P: *MATH M014 or equivalent.* Introduction to methods for analyzing quantitative data. Graphical and numerical descriptions of data, probability models of data, inferences about populations from random samples. Regression and analysis of variance. Lecture and laboratory. Credit given for only one of the following: S 300, CJUS-K 300, ECON-E 370 or S 370, LAMP-L 316, MATH-K 300 or K 310, PSY-K 300 or K 310, SOC-S 371, SPEA-K 300.

S 320 Introduction to Statistics (3 cr.) (Spring) (N&M) Trosset P: *MATH-M 212, M 301, or M 303.* Credit given for only one of S 320 or MATH-M 365.

Student Academic Center (EDUC)

Great Teachers + Small Classes = Real Help Each semester, the Student Academic Center offers a variety of courses designed to promote students' academic success at the university. All carry credit from the School of Education that can be applied as electives in most degree programs. Those willing to work hard at improving their skills consistently report that their time and effort pay off in a great ability to meet the academic demands of all courses. Visit the center at <http://sac.indiana.edu/index.php>.

X 101: Techniques in Textbook Reading (2 cr.) (Fall, Spring) (15 weeks) (Grade: A-F) Topic: Learning Strategies for Business P: *Must be currently enrolled in specified sections of BUS-X 100: Introduction to Business* This course, open to all undergraduates, is designed for the purpose of providing students with the necessary skills and abilities to successfully and effectively study business concepts. The "collegial experience," common to IUB business courses, is emphasized in the X 101 course, and provides a firm foundation for academic success in other business courses as well as BUS- X 100. In addition, the nature of the discussions and assignments provide students with lifelong learning strategies that are applicable throughout their academic pursuits.

X 101 Techniques in Textbook Reading (2 cr.) (Fall, Spring) (15 weeks) (Grade: A-F) Topic: Learning Strategies for MATH-D 116 P: *Must be currently enrolled in any section of MATH-D 116.* This course, open to all undergraduates, is designed to help students become active, independent problem solvers who understand finite mathematical concepts in contrast to an approach that relies on memorization of step-by-step procedures. Course activities guide students to focus more on the processes being used rather than focusing entirely on finding the

"right" answer to the problem. Students will be given many in-class opportunities to practice applying these higher level thinking skills of "questioning" and "thinking" to more finite math problems beyond those provided in the finite textbook. In addition, individual walk-in evening D 116 help sessions are available to X 101 students.

X 101: Techniques in Textbook Reading (2 cr.) (Fall, Spring) (15 weeks) (Grade: A-F) Topic: Learning Strategies for MATH-M 118 P: *Must be currently enrolled in any section of MATH-M 118.* This course is designed to help students become active, independent problem solvers who understand the M 118 mathematical concepts in contrast to an approach that relies on memorization, step-by-step procedures. Course activities guide students to focus more on the processes being used rather than focusing entirely on finding the "right" answer to the problem. Development of these higher level learning skills of "questioning" and "thinking" rather than just memorizing the "doing" steps, can help students achieve academic success in many other college classes. In addition, individual walk-in evening M 118 help sessions are available to X 101 students.

X 150 Reading-Learning Techniques 1 (2 cr.) (Fall, Spring) (Eight weeks) (Grade: A-F) Topic: Managing Resources for Learning Open to freshmen and sophomores only. X150 is an academic "booster shot" addressing one learning skills topic, i.e., time management or note taking, per week. Students are encouraged to apply the skills and learned strategies to other courses in their schedules.

X 152 Reading-Learning Techniques 3 (2 cr.) (Fall) (15 weeks) (Grade A-F) Topic: Right Start Seminar Open to freshmen only. This course introduces freshmen to college culture, campus resources, and the kinds of study skills needed at the college level. Students explore the campus and its many academic and cultural resources. The small classes build a sense of community and collegiality as students learn important study strategies that are vital for success in college.

X 152 Reading-Learning Techniques 3 (2 cr.) (Fall, Spring) (Grade A-F) Topic: Transfer Students Open to transfer students only. Class helps transfer students build connections to Indiana University and helps polish a learning skills set appropriate to your new campus home.

X 156 College and Life-Long Learning (2 cr.) (Fall, Spring) (15 weeks) (Grade: S/F) This course has a very applied and individualized focus so that the likelihood of behavior, thoughts, and learning strategies changing in a direction that contributes significantly to college academic success is increased. This learning experience requires (1) attendance at weekly one-hour evening Student Academic Center workshops, and (2) meeting for one hour weekly individual conferences with a trained honor undergraduate who attends all workshops and serves as the student's "academic fitness trainer." Each individual conference uses the workshop topic as a pivotal

point for discussion and application of learning strategies to the student's self-selected "target" (another "enrolled-in") course. Not only will the student become a more self-aware learner, but will also be encouraged to change unproductive behaviors.

Swahili (LING)

See "Foreign Languages."

Telecommunications (TEL)

T 101 Media Life (3 cr.) (Fall, Spring) (S&H) Media are everywhere and have many and various effects. This course examines the role media play in our lives—at work; at school; at home; among family members, friends, and lovers. It provides students with a broad understanding of the impact of communication technologies and analyzes pressing issues in media and society today, such as privacy, globalization, and convergence. It also encourages original thinking about the media and prepares students to become effective communicators. Recommended to be completed before T 205, T 206, or T 207.

T 160 Videogames: History and Social Impact (3 cr.) (Fall) (S&H) This course explores the origins of video games and their growing influence on daily life. Students can expect to learn how games affect individual thinking, learning, and socializing and how they affect society as a whole.

T 191 Race, Ethnicity, and Media (3 cr.) (Fall, Spring) (S&H) This course examines how the social construction of race affects media content, audiences, and employment/access. In examining these issues, the course will consider efforts to overcome media racism in the United States.

T 205 Introduction to Media and Society (3 cr.) (Fall, Spring) (S&H) This course is about the impact of the electronic media on individuals, groups, and societies. It also deals with how and why people use the electronic media. T 205 uses principles derived from psychology and sociology as it examines the various uses and effects of electronic media. The course also considers what can or should be done about the effects of these media. T 205 is required for telecommunications majors but is also open to minors and Non-majors.

T 206 Introduction to Design and Production (3 cr.) (Fall, Spring) (A&H) As engineers design a computer or architects plan a building, a media production team plans an album, movie, television show, or software program. In this course students learn how the planning and production processes work, how these media products are actually put together, and what qualities make them artistically and financially successful. Required for majors but also open to minors and Non-majors. A high-demand class. Those with design and production interests should take it as soon as possible.

T 207 Introduction to Telecommunications Industry and Management (3 cr.) (Fall, Spring) (S&H) This course provides an overview of various electronic media operations in the United States. It covers radio, television, cable television, satellite services, telephone systems, the Internet, and other developing systems. Students prepare case studies that instruct them on the economics, technology, and operations of these exciting and evolving media. Required for majors but also open to minors and Non-majors.

Theatre and Drama (THTR)

T 100 Introduction to Theatre (3 cr.) (Fall, Spring) (A&H) Exploration of theatre as collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers, and critics.

T 101 Script Analysis for the Theatre (3 cr.) (Fall, Spring) Close analysis and study of both traditional and nontraditional play texts in terms of structure, genre, style, character, themes, language, dramatic action, and dramatic event. Plays are examined from the point-of-view of the actor, director, designer, producer, critic, scholar, and audience. Required of all theatre majors; should be taken in the freshman year.

T 120 Acting I: Fundamentals of Acting (3 cr.) (Fall, Spring) (A&H) Introduction to theories and methodology through sensory awareness, physical and vocal exercises, improvisations, and scene study. Credit given for only one of T 120 or T 121.

T 121 Acting I for Majors (3 cr.) (Fall, Spring) (A&H) *P: Major in theatre and drama or departmental approval.* An accelerated-level course. Supplementary theories and methodology to expand the introduction to sensory awareness, physical and vocal exercises, improvisation, and scene study. Credit given for only one of T 120 or T 121.

T 125 Introduction to Theatrical Production (3 cr.) (Fall, Spring) Introduction to the methods, practices, and materials used in theatrical design and production. Focuses on stagecraft and theatrical design with introductions to lighting and costuming and an emphasis on scenic design.

Tibetan (CEUS)

See "Foreign Languages" and "Central Eurasian Studies."

Topics Courses

See pages 29–32.

Ukrainian (SLAV)

See also "Foreign Languages."

U 223 Ukrainian Culture (3 cr.) (Spring)

Uyghur (CEUS)

See "Foreign Languages."

Uzbek (CEUS)

See "Foreign Languages."

West European Studies (WEUR)

See "Foreign Languages" for Modern Greek course descriptions.

W 301 Modern European Politics and Society (3 cr.) (Fall, Spring) (S&H) The politics, economics, and social structures of Western European countries. Examination of selected domestic and international issues, including the welfare state, the European community, and West-East European relations. Meets with POLS-Y 335.

Yiddish (GER)

See also "Foreign Languages."

E 352 Topics in Yiddish Literature (3 cr.) (Fall) (Second eight weeks) (A&H) See Web for description: www.indiana.edu/~deanfac/class.html.

Zulu (LING)

See "Foreign Languages."

COURSE TITLES BY CATEGORY

Listed below are the titles of fall semester courses grouped into categories.

The three categories used (Arts and Humanities, Social and Historical Studies, and Natural and Mathematics Sciences) are assigned by the College of Arts and Sciences. Please note again that other IUB schools may count courses for general education in different ways.

Arts and Humanities (A&H)

AAAD-A 141 Introduction to Writing and the Study of Black Literature I

AAAD-A 150 Survey of the Culture of Black Americans

AAAD-A 249 African American Autobiography

AAAD-A 277 Images of Blacks in Films 1903-1950s

AAAD-A 295 Survey of Hip-Hop

AMID-D 191 Design Studies: Form and Function

AMST-A 100 What is America?

AMST-A 200 Comparative American Identities

AMST-A 201 U.S. Movements and Institutions

AMST-A 202 U.S. Arts and Media

ANTH-A 208 Topics in Anthropology of the Arts and Expressive Behavior

CLAS-C 101 Ancient Greek Culture

CLAS-C 102 Roman Culture

CLAS-C 205 Classical Mythology

CLAS-C 206 Classical Art and Archaeology

CLAS-L 308 Cicero

CLLC-L 210 Collins Colloquium

- *A Not so Foreign Affair: Entertainment, Propaganda, and Rivalry from Hitler to Hollywood*
- *Art and Community*
- *The Graphic Novel: Boundaries Redrawn*
- *Singing and Dancing America*

CMCL-C 190 Introduction to Media

CMCL-C 205 Introduction to Communication and Culture

CMCL-C 208 Image Cultures

CMCL-C 222 Democratic Deliberation

CMCL-C 228 Argumentation and Public Advocacy

CMLT-C 145 Major Characters in Literature: Crazy Couples

CMLT-C 147 Images of the Self—East and West

CMLT-C 151 Introduction to Popular Culture

CMLT-C 155 Culture and the Modern Experience: An Interdisciplinary and International Approach

CMLT-C 217 Detective, Mystery, and Horror Literature

CMLT-C 251 Lyrics and Popular Song

CMLT-C 255 Modern Literature and Other Arts: An Introduction

CMLT-C 262 Cross Cultural Encounters

CMLT-C 291 Studies in Non-Western Film

COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences

COLL- E103 Topics in Arts and Humanities

- *Conceptions of Self: East and West*
- *The Ebonics Controversy*
- *The Great Wall of China*
- *King Arthur of Britain*
- *Language and Thought*
- *Philosophical Reflections on Religion and Evolution*
- *Power, Politics, and Piety: The Struggle for the Holy Land*
- *A Question of Love*
- *Sacred Places*

EALC-E 100 East Asia: An Introduction

ENG-L 111 Discovering Literature: Best Sellers in America

ENG-L 202 Literary Interpretation

ENG-L 203 Introduction to Drama

ENG-L 204 Introduction to Fiction

ENG-L 205 Introduction to Poetry

ENG-L 220 Introduction to Shakespeare

ENG-W 103 Introductory Creative Writing

FINA-A 206 Classical Art and Archaeology

FINA-F 100 Fundamental Studio—Drawing

FINA-F 101 Fundamental Studio—3D

FINA-F 102 Fundamental Studio—2D

FINA-H 100 Introduction : Art History and Visual Culture for Non Majors

FINA-N 110 Introduction to Studio Art for Non Majors

FOLK-E 295 Survey of Hip Hop

FOLK-F101 Introduction to Folklore

FOLK-F 111 World Music and Culture

FOLK-F 131 Introduction to Folklore in the United States

FOLK-F 205 Folklore in Video and Film

FOLK-F 252 Folklore and the Humanities

FRIT-F 300 Reading and Expression in French

FRIT-F 305 Théâtre et essai FRIT-F 306 Théâtre et essai

FRIT-F 306 Roman et poesie

FRIT-S 300 Reading and Expression in French (Honors)

GER-G 305 Introduction to German Literature: Types

GER-E 311 Tradition and Innovation in German Film

GER-E 322 German Cultural History

GER-E 323 German Film Culture.

GER-E 351 Topics in Yiddish Culture

GLLC-G210 Global Village Colloquium: The Vampire in European and American Culture

GNDR-G 101 Gender, Culture, and Society

GNDR-G 225 Gender, Sexuality, and Popular Culture

HISP-S 324 Introduction to Study of Hispanic Cultures

HISP-S 328 Introduction to Hispanic Literature

HON-H 203 Interdepartmental Colloquia

- *Bibles, Bodies, and Religious Reform (Honors only)*
- *Generational Stories (Honors only)*
- *Monks, Nuns, and Medieval Art (Honors only)*
- *The Pen and The Sword (Honors only)*
- *Reading and Writing Short Fiction (Honors only)*
- *Twenty-First Century American Fiction (Honors only)*
- *The Vampire in European and American Culture (Honors only)*

HON-H 211 Ideas and Experience I (Honors only)

HPSC-X 100 Human Perspectives on Science

INTL-I 201 Culture and the Arts: International Perspective

JSTU- J203 Arts and Humanities Topics in Jewish Studies: David: The Man and King

JSTU- J203 Arts and Humanities Topics in Jewish Studies: Women in American Jewish History

MUS-B 392 Art Musics of the Non-Western World

MUS-Z 101 Music for the Listener

MUS-Z 111 Introduction to Music Theory

MUS-Z 171 Opera Theatre Series I

MUS-Z 201 History of Rock Music I

MUS-Z 211 Music Theory II

MUS-Z 301 Rock Music in the 70s and 80s

MUS-Z 390 Jazz for Listeners

MUS-Z 401 The Music of the Beatles

MUS-Z 402 The Music of Frank Zappa

MUS-Z 403 The Music of Jimi Hendrix

MUS-Z 415 Connections: Music, Art, Literature

PHIL-P 100 Introduction to Philosophy

PHIL-P 105 Thinking and Reasoning

PHIL-P 135 Introduction to Existentialism

PHIL-P 140 Introduction to Ethics

PHIL-P 150 Elementary Logic

PHIL-P 201 Ancient Greek Philosophy

PHIL-P 211 Early Modern Philosophy

POLS-Y 105 Introduction to Political Theory

REL-A 210 Introduction to Old Testament/Hebrew Bible

REL-A 230 Introduction to Judaism

REL-A 250 Introduction to Christianity

REL-A 270 Introduction to Islam

REL-B 210 Introduction to Buddhism

REL-B 220 Introduction to Hinduism

REL-R 102 Religion and Popular Culture

REL-R 133 Introduction to Religion

REL-R 153 Religions of Asia

REL-R 160 Religion and American Culture

SLAV-R 223 Introduction to Russian Culture

SLAV-R 263 Russian Literature: Pushkin to Dostoevsky

SLAV-R 352 Russian and Soviet Film

TEL-T 206 Introduction to Design and Production

THTR-T 100 Introduction to Theatre

THTR-T 120 Acting I: Fundamentals of Acting

THTR-T 121 Acting I for Majors

Social and Historical Studies (S&H)

AAAD-A 154 History of Race in the Americas

AAAD-A 205 Black Electoral Politics

AAAD-A 255 The Black Church in America

AAAD-A 210 Black Women in the Diaspora

AAAD-A 264 History of Sport and the African American Experience

AAST-A 101 Introduction to Asian American Studies

AFRI-L 232 Contemporary Africa

AMST-A 275 Indigenous Worldviews in the Americas

ANTH-A 105 Human Origins and Prehistory

ANTH-A 200 Topics in Anthropology: Bizarre Foods

ANTH-E 105 Culture and Society

ANTH-E 200 Social and Cultural Anthropology

ANTH-E 210 Rethinking Race Globally

ANTH-P 200 Introduction to Archaeology

ANTH-P 240 Anthropology and the Movies

CEUS-R 191 Intro to Central Eurasia

CEUS-R 250 Introduction to Ancient Near East

CEUS-R 270 The Civilization of Tibet

CJUS-P 100 Introduction to Criminal Justice

CJUS-P 200 Theories of Crime and Deviance

CJUS-P 202 Alternative Social Control Systems

CJUS-P 290 The Nature of Inquiry

CLLC- L 220 Collins Colloquium

- *The Politics of Reproduction*
- *Video Killed the Rock Star*

CMCL-C 122 Interpersonal Communication

CMCL-C 201 Race and the Media

CMCL-C 202 Media in the Global Context

CMCL-C 204 Topics in Media Culture and Society

CMCL-C 290 Hollywood I

COLL-E 104 Topics in Social and Historical Studies

- *Brains and Minds, Robots and Computers*
- *Genetics, Eugenics, and Biotechnology*
- *Global Consumer Culture*
- *Oil, Islam, and Geopolitics*
- *The Mad and the Bad*
- *Religion and Revolutions*
- *Rise and Fall of Civilization*
- *What Make it Jewish?*

EALC-E 252 Modern East Asian Civilization

ECON-E 201 Introduction to Microeconomics

ECON-E 202 Introduction to Macroeconomics

FINA-A 101 Ancient and Medieval Art

FINA-A 102 Renaissance through Modern Art

- GEOG-G 110 Introduction to Human Geography
 GEOG-G 120 World Regional Geography
 GER-E 121 An Introduction to German Culture
 GER-E 321 Gender and Sexuality in German Literature
 GER-E 341 Dutch Culture: The Modern Netherlands
 GER-G 362 Introduction to Contemporary Germany
 GLLC-G 220 Global Village Colloquium
 > *Gender in Economic Development*
 > *Music and Medicine in Global Perspective*
 GLLC-G 321 Intelligence and National Security
 GNDR-G 105 Sex, Gender, and the Body
 GNDR-G 206 Gay Histories/Queer Cultures
 GNDR-G 235 Scientific Understanding of Sex and Gender
 HIST-A 205 Asian American History
 HIST-A 207 Introduction to Native American History
 HIST-A 265 Gender and Sexuality in American History
 HIST-B 204 Medieval Heroes
 HIST-B 226 Mafia and Other Italian Mysteries
 HIST-D 102 Icon and Axe: Russia to 1861
 HIST-D 200 Issues in Russian/East European History: Russian History through Films
 HIST-G 101 East Asia in World History
 HIST-H 101 The World in the Twentieth Century I
 HIST-H 103 Europe: Renaissance to Napoleon
 HIST-H 105 American History I
 HIST-H 106 American History II
 HIST-H 207 Modern East Asian Civilization
 HIST-H 211 Latin American Culture and Civilization
 HIST-H 213 The Black Death
 HIST-H 251 Jewish History: Bible to Spanish Expulsion
 HON-H 204 Interdepartmental Colloquia
 > *An Interdisciplinary History of Empathy (Honors only)*
 > *Our "Original" Culture Wars (Honors only)*
 > *Transwar Japan 1930-1980s (Honors only)*
 HON-H 212 Ideas and Experience II (Honors only)
 HPSC-X 102 Revolutions in Science: Plato to NATO
 HPSC-X 123 Perspectives on Science: Social and Historical: Contemporary Issues in Bioethics
 HPSC-X 223 Issues in Science: Social and Historical: Environmental History
 INST-I 212 The Civilization of Tibet
 INTL-I 100 Introduction to International Studies
 INTL-I 202 Health, Environment, and Development
 INTL-I 203 Global Integration and Development
 INTL-I 204 Human Rights and Social Movements: International Perspectives
 INTL-I 205 International Communication
 INTL-I 206 Nations, States, and Boundaries
 JSTU- J204 Social and Historical Topics in Jewish Studies: History of Zionism
 JSTU- J251 Introduction to Jewish History: From the Bible to the Spanish Expulsion
 LATS-L 101 Introduction to Latino Studies
 LATS-L 102 Introduction to Latino History
 LATS-L 396 Seminar in Latino Studies
 LTAM-L 210 The Latin American Experience
 LING-L 103 Introduction to the Study of Language
 NELC-N 204 Topics in Middle Eastern Cultures and Societies: The Making of the Modern Middle East
 NELC-N 208 Muslim Communities in the Europe and United States: Transnational Islam
 NELC-N 304 Issues in Middle Eastern Culture and Society
 > *Muslims in the West*
 > *Survey of Islamic Art and Architecture*
 PACE-C 210 Public Leadership in America
 PACE-C 211 Public Decision-Making in America
 POLS-Y 100 American Political Controversies
 POLS-Y 103 Introduction to American Politics
 POLS-Y 107 Introduction to Comparative Politics
 POLS-Y 109 Introduction to International Relations
 POLS-Y 200 Contemporary Political Problems
 POLS-Y 210 Honors Seminar
 PSY-P 102 Introductory Psychology II
 SOC-S 100 Introduction to Sociology
 SOC-S 101 Social Problems and Policies
 Envisioning the City
 > *Growing Up and Growing Old: An Introduction to the Life Course*
 > *Medicine in America*
 > *Religion and Politics*
 SOC-S 210 The Economy, Organizations, and Work
 SOC-S 215 Social Change
 SOC-S 217 Social Inequality
 SOC-S 220 Culture and Society
 SOC-S 230 Society and the Individual
 SPHS-S 110 Survey of Communication Disorders
 TEL-T 101 Media Life
 TEL-T 160 Videogames: History and Social Impact
 TEL-T 191 Race, Ethnicity, and Media
 TEL-T 205 Introduction to Media and Society
 TEL-T 207 Introduction to Telecommunications Industry and Management
 WEUR-W 301 Modern European Politics and Society

Natural and Mathematical Sciences (N&M)

- ANAT-A 215 Basic Human Anatomy
 ANTH-B 200 Bioanthropology
 AST-A 100 The Solar System

- AST-A 103 The Search for Life in the Universe
- AST-A 105 Stars and Galaxies
- AST-A 110 Introduction to Astronomy
- AST-A 221 General Astronomy I
- BIOL-L 100 Humans and the Biological World
- BIOL-L 104 Introductory Biology Lectures
- *The Biology of Mental Illness*
 - *Human Biology*
 - *Human Reproduction: Conception to Birth*
 - *Inquiring About Cancer Research*
- BIOL-L 111 Evolution and Diversity
- BIOL-L 112 Biological Mechanisms
- BIOL-L 113 Biology Laboratory
- CHEM-C 100 The World as Chemistry
- CHEM-C 101 Elementary Chemistry I
- CHEM-C 103 Introduction to Chemical Principles
- CHEM-C 117 Principles of Chemistry and Biochemistry I
- CHEM-C 118 Principles of Chemistry and Biochemistry II
- CHEM-C 341 Organic Chemistry I Lectures
- CHEM-S 117 Principles of Chemistry and Biochemistry I, Honors
- COGS-Q 250 Mathematics and Logic for the Cognitive and Information Sciences
- COLL-E 105 Topics in Natural and Mathematical Science NELC-N 304 Issues in Middle Eastern Culture and Society
- *The Biology of Food*
 - *Physics for Poets*
 - *Read My Lips!*
 - *The Scientific Revolution*
- CSCI-A 110 Introduction to Computers and Computing
- CSCI-A 201 Introduction to Programming I
- CSCI-A 202 Introduction to Programming II
- CSCI-C 211 Introduction to Computer Science
- CSCI-C 212 Introduction to Software Systems
- CSCI-C 241 Discrete Structures for Computer Science
- CSCI-H 211 Introduction to Computer Science, Honors
- CSCI-H 241 Discrete Structures for Computer Science, Honors
- GEOG-G 107 Physical Systems of the Environment
- GEOG-G 109 Weather and Climate
- GEOG-G 208 Human/Environmental interactions
- GEOG-G 237 Cartography and Geographic Information
- GEOL-G 103 Earth Science: Materials and Processes
- GEOL-G 104 Evolution of the Earth
- GEOL-G 105 Earth: Our Habitable Planet
- GEOL-G 111 Physical Geology
- GEOL-G 114 Dinosaurs and Their Relatives
- GEOL-G 116 Our Planet and Its Future
- GEOL-G 121 Meteorites and Planets
- GEOL-G 141 Earthquakes and Volcanoes
- GEOL-G 171 Environmental Geology
- GEOL-G 221 Introductory Mineralogy
- HISP-S 326 Introduction to Spanish Linguistics
- HON-H 205 Interdepartmental Colloquia
- *Food for Thought (Honors only)*
 - *Origin and History of the Universe (Freshmen Wells Scholars only)*
 - *Quick and Dirty Mental Ops: The Price of Adaptive Cognition (Honors only)*
 - *Theory of Earth and Sustainability (Honors only)*
- HPSC-X 200 Scientific Reasoning
- HUBI-B 200 The Intricate Human
- LATS-L 105 Diversity by the Numbers
- LING-L 303 Introduction to Linguistic Analysis
- MATH-A 118 Finite Mathematics for the Social and Biological Sciences
- MATH-D 116 Introduction to Finite Mathematics I (N&M distribution credit given only upon completion of both D 116 and D 117)
- MATH-D 117 Introduction to Finite Mathematics II (N&M distribution credit given only upon completion of both D 116 and D 117)
- MATH-K 310 Statistical Techniques
- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus I
- MATH-M 211 Calculus I
- MATH-M 212 Calculus II
- MATH-M 213 Accelerated Calculus
- MATH-M 301 Linear Algebra and Applications
- MATH-M 303 Linear Algebra for Undergraduates
- MATH-M 311 Calculus III
- MATH-S 118 Honors Finite Mathematics
- MATH-S 212 Honors Calculus II
- MSCI-M 131 Disease and the Human Body
- PHIL-P 250 Introductory Symbolic Logic
- PHSL-P 215 Basic Human Physiology
- PHYS-P 105 Basic Physics of Sound
- PHYS-P 120 Energy and Technology
- PHYS-P 150 How Things Work
- PHYS-P 201 General Physics I
- PHYS-P 202 General Physics II
- PHYS-P 221 Physics I
- PHYS-P 222 Physics II
- PSY-K 300 Statistical Techniques
- PSY-K 310 Statistical Techniques
- PSY-P 101 Introductory Psychology I
- PSY-P 155 Introduction to Psychological and Brain Sciences
- PSY-P 211 Methods of Experimental Psychology
- SOC-S 110 Charts, Graphs, and Tables
- SPHS-S 111 Introduction to Phonetics for Speech and Hearing Sciences
- STAT-K 310 Statistical Techniques
- STAT-S 100 Statistical Literacy
- STAT-S 300 Introduction to Applied Statistical Methods

APPENDIX

Advanced Placement Program (AP) Test Information

Subject	AP Score	Department or School	Course Credit	Credit Hours Received
Art:		Fine Arts		
History	5		A 101 / A 102	(3-3) 6
Studio	3-4		Undistributed ¹	3
	5		Undistributed ¹	5
Biology	4	Biology	E 112	3
	5		E 111 / E 112	6
Chemistry ²	5	Chemistry	C 117	5
Computer Science:		Computer Science		
A	3-4-5		A 201	4
AB	2-3		A 201	4
	4-5		A 201 / A 202	(4-4) 8
Economics:		Economics		
Micro	4-5		E 201	3
Macro	4-5		E 202	3
English:		English		
Composition and Literature	4-5 ³		L 198 (Literature)	3
Language and Composition	4-5 ³			
Environmental Science	4-5	SPEA	E 272	3
Geography:		Geography		
Human Geography	3-5		G 110	3
Government:		Political Science		
American	4-5		Y 103	3
Comparative	4-5		Y 107	3
History:		History		
American	4-5		H 105 / H 106	(3-3) 6
European	4-5		H 103 / H 104	(3-3) 6
World	4-5		W 100	3
French: ⁴		French/Italian		
Language	3		F 200	3
	4-5		F 200 / F 250	6
Literature	3 5		F 200 / F 250	6
	4-5 ⁶		F 200 / F 250	6
Italian	3	French/Italian	M 100	4
	4		M 100 / M 150	8
	5 ⁹		M 100 / M 150	8
German: ⁴	2	Germanic Studies	G 100	4
Language	3		G 200 / G 250	(3-3) 6
	4 ⁷		G 200 / G 250	(3-3) 6
	5 ⁸		G 200 / G 250	(3-3) 6

¹ Undistributed indicates that credit is not assigned to a specific course.

² Students who earn test credit for C 117 are recommended to take S 117 (honors version of C 117) in the first semester or C 341 (or S 341, the honors version of C 341) in the second semester after consultation with the Department of Chemistry.

³ Students with AP scores of 4 or 5 are exempted without credit from the first-level English composition course. Students who also earn a score of 660+ on the SAT Writing Test will receive 2 hours of special credit in W 143.

⁴ If you test into the 200 level or above and are a full-time student, 8 hours of credit for 100-level courses are automatically added to your transcript.

⁵ Students who continue studying French should take F 300.

⁶ Students who continue studying French should take F 300 unless they have permission from the department undergraduate advisor to skip this course.

⁷ Students who continue studying German are exempt from G 300 and should take G 330. No special placement credit is awarded above the G 250 level.

⁸ Students who continue studying German are exempt from G 300/G 330 and should take G 400. No special placement credit is awarded above the G 250 level.

⁹ Students who continue studying Italian should take M 250. Upon completion of M 250 with a grade of B- or higher, the student can apply for credit for M 200.

Subject	AP Score	Department or School	Course Credit	Credit Hours Received
Latin: ¹		Classical Studies		
Vergil	3 ²		L 100/L 150	8
	4-5		L 200/L 250 & L 309	(3-3-3) 9
Lyric	3 ²		L 100/L 150	8
	4-5		L 200/L 250 & L 304	(3-3-3) 9
Mathematics:		Mathematics		
Calculus AB	4-5		M 211	4
Calculus BC	4-5		M 211/M 212	(4-4) 8
Music	3	Music	Undistributed ³	3
	4		Undistributed ³	4
	5		Undistributed ³	5
Physics:		Physics		
B	4		P 201	5
	5		P 201/P 202	(5-5) 10
C				
Mechanics	4-5		P 221	5
Electricity and Magnetism	5		P 222	5
Psychology	4-5	Psychological and Brain Sciences	P 101	3
Spanish: ⁴		Spanish/Portuguese		
Language	3		S 200	3
	4		S 200/S 250	(3-3) 6
	5		S 200/S 250/S 280	(3-3-3) 9
Literature	3		S 200	3
	4		S 200/S 250	(3-3) 6
	5		S 200/S 250/S 334	(3-3-3) 9
Statistics	4-5	Statistics	S 300	4

¹ If you test into the 200 level or above and are a full-time student, 8 hours of credit for 100-level courses are automatically added to your transcript.

² 17 credit hours will be given to students who receive a score of 3, but only after they have completed L 305, L 307, or L 308 with a grade of C- or higher.

³ Undistributed indicates that credit is not assigned to a specific course.

⁴ If you test into the 200 level or above and are a full-time student, 4 hours of credit for HISP-S 105 will be automatically added to your transcript.

Glossary

IUB TERMINOLOGY

Academic Advising—Facilitating student development while communicating accurate information with the objective of helping students attain their educational goals.

Academic Advisement Report (AAR)—Online progress report of completed/enrolled courses.

Academic Probation—A warning period following a term in which a student's cumulative Grade Point Average (CGPA) falls below 2.000.

Academic Support Center (ASC)—Resource centers in three of IUB's residence halls that provide a wide range of free academic services including tutoring, advising, review sessions, and workshops.

Add/Drop—The process by which courses are added or dropped from a student's schedule.

Admitted—To be formally recognized as a student in a specific unit of the university after making application.

Application—A formal request to be considered for admission.

ARR—Class time or room location to be arranged.

Arts & Humanities (A&H)—Courses that consider the complexity of human experience, thought, emotion, and/or varieties of aesthetic expression.

Bulletin—Official publication of all policies and course descriptions as well as academic majors and minors available through an academic unit.

Certificate—An academic credential involving less coursework than a major but more than a minor, usually earned in addition to an academic degree.

Certification—Transfer of a student record out of University Division and into a degree granting school following completion of admission requirements.

CGPA—Cumulative grade point average.

Corequisite (C:)—Indicates courses that must be taken at the same time.

Credit hour—A unit of academic work. One credit hour usually represents one hour of class work or two to four hours of laboratory work each week for a semester, although variation is possible in some courses. Most B.A. and B.S. degrees at IUB require 120–128 credit hours.

Credit Transfer Service (CTS)—A database of courses offered at other colleges and universities that have been articulated as equivalents to IUB courses.

Degree—A title awarded by a university or college following successful completion of a course of study or period of research.

DIE (Drop-If-Enrolled)—A course that you designate to be automatically dropped from your class schedule if your waitlist request is satisfied.

Elective—A course that provides credit but fulfills no specific degree requirement.

General Education Courses—Courses that add breadth to a degree program (typically these include A&H, S&H, and N&M options). **GPA**—Grade point average.

Hold—An alert and sometimes an impediment to enrollment that may be placed by a variety of campus offices.

Major—Primary or principal focus of study. Often, the subject in which a student takes the most courses.

Matriculate—To enroll in a college or university as a candidate for a degree.

Midterm grades—Unofficial grades provided to freshmen students in the eighth week of the semester. These grades do not appear on the transcript.

Minor—A subject of study subordinate or supplementary to a major or principal subject.

Natural & Mathematical (N&M)—Courses that explore the physical and biological world through scientific inquiry.

OneStart—The portal for IU Web services.

Permission (PERM)—Required for enrollment in some classes. Call the department offering the class or the number listed in the enrollment notes.

Prerequisite (P:)—A course you are required to complete prior to enrollment in another course.

Recommended (R:)—A course it is suggested you complete prior to enrollment in another course.

School—A degree-granting unit of the university (e.g., School of Business, School of Journalism, School of Music).

Social & Historical Studies (S&H)—Courses that develop an objective understanding of social institutions, history, and human behavior.

Student Academic Center (SAC)—Offers workshops, courses, and consultations to assist students in developing study/life skills that promote academic success.

Student Center—The location of MOST of the updateable/interactive/informational functions of the student database.

TBA—To be announced.

University Identification Number (UID)—10-digit number that identifies an individual at Indiana University.

Waitlist—An option in IUB's registration system. If a class is closed when you register, you can waitlist it. Waitlisting does not guarantee enrollment.

IMPORTANT DATES AND DEADLINES AT IU BLOOMINGTON

TU JUNE 15—TH JULY 22

Registration for all students participating in the University Division orientation/registration program

M AUG 30

Fall term classes begin

SA SEPT 4

Last day of waitlist processing

M SEPT 6

Labor Day (classes meet)

SA OCT 23

First eight-week classes end
Final exams during week of October 18

M OCT 25

Second eight-week classes begin

TU NOV 23

Thanksgiving Recess
Begins after last class

M NOV 29

Classes resume

M DEC 6—SU DEC 12

Free Week
See Final Examination Policy

SA DEC 11

Last day of classes
Including second eight-week classes

M DEC 13—F DEC 17

Final examination period
Including second eight-week classes

DROP/ADD USING ONESTART STUDENT CENTER

M Apr 5—F Sept 3

Drop/Add Access Fee

A drop/add access fee is assessed to students who choose to make schedule adjustments after two business days have elapsed since the initial registration. The fee is assessed for each calendar day during which the student makes schedule adjustment(s). \$8.50

LAST DAY OF WAITLIST PROCESSING

Sa Sept 4

Late Drop/Add

Beginning on Tu Sept 7, Late Drop/Add requests should be submitted using eDrop and/or eAdd. eDrop/eAdd is located in OneStart. On the Services tab, select the Student Self-Service link in the sidebar. Under SIS, click Late Drop and Add Classes.

For information concerning eDrop/eAdd services, go to <http://registrar.indiana.edu/dropadd.shtml>.

A Late Drop/Add fee will be assessed beginning Tu Sept 7.

LAST DAY FOR LATE DROP AND ADD USING eDROP/eADD

First eight-week classes Tu Sept 28

Term classes W Oct 27
Classes 9–16 weeks in duration, which begin meeting the week of August 30

Second eight-week classes Tu Nov 23

LAST DAY TO DROP A COURSE OR TO WITHDRAW FROM ALL COURSES WITH AN AUTOMATIC GRADE OF W

First eight-week classes Tu Sept 28

Term classes W Oct 27
Classes 9–16 weeks in duration, which begin meeting the week of August 30

Second eight-week classes Tu Nov 23

Important: After the automatic withdrawal period, a student may withdraw only with the permission of his or her dean. This approval is normally given only for urgent reasons related to extended illness or equivalent distress

LAST DAY FOR DEANS TO APPROVE A COURSE DROP

First eight-week classes M Oct 11

Full semester classes Th Dec 2
Classes 9–16 weeks in duration, which begin meeting the week of August 30

Second eight-week classes Th Dec 2

FEE REFUND DEADLINE FOR COURSE DROP OR COMPLETE WITHDRAWAL

Full semester classes:
100% fee refund F Sept 3
75% refund F Sept 10
50% refund F Sept 17
25% refund F Sept 24

First eight-week classes:
100% fee refund F Sept 3
50% fee refund F Sept 10

Second eight-week classes:
100% fee refund F Oct 29
50% fee refund F Nov 5



PREPARING FOR ORIENTATION: YOUR ACADEMIC PLANNING WORKSHEET

The Academic Planning Worksheet (APW) is designed to help you organize and develop your thoughts before you meet with an academic advisor during your orientation program. It is critical that you spend time reading the *UD Guide* and related materials, thinking about your interests, options, and goals, and completing the APW before you come to campus. The information you provide on your APW will serve as the starting point for your conversation with your orientation advisor.

- (1) To complete your APW, you will need the following: the *UD Guide* and internet access to view the *e-Guide to Schools and Majors* (ud.iub.edu/fs_eguide.php) and the New Students section of the UD website (ud.iub.edu/fs.php).
- (2) Read and follow the instructions provided for each part of the APW.
- (3) When listing courses use the following format: Department Abbreviation-Course Number (for example: ENG-W 131, MATH-M 118, PSY-P 101).
- (4) Complete as much of the APW as possible before coming to campus for orientation.

Course Subject Abbreviations

Refer to the list of course subject abbreviations below when searching for courses in the *Course Descriptions* booklet.

African American and African Diaspora Studies	AAAD	Fine Arts	FINA	Music	MUS
African Studies	AFRI	Folklore and Ethnomusicology	FOLK	Near Eastern Languages and Cultures	NELC
American Studies	AMST	Foster International Center	FLLC	Optician/Technician	TOPT
Anatomy	ANAT	French	FRIT	Philosophy	PHIL
Anthropology	ANTH	Gender Studies	GNDR	Physics	PHYS
Apparel Merchandising and Interior Design	AMID	Geography	GEOG	Physiology	PHSL
Arts and Sciences Career Services	ASCS	Geological Sciences	GEOG	Political and Civic Engagement	PACE
Astronomy and Astrophysics	AST	Germanic Studies	GER	Political Science	POLS
Biology	BIOL	Global Village Living-Learning Center	GLLC	Portuguese	HISP
Business	BUS	Health, Physical Education, and Recreation	HPER	Psychological and Brain Sciences	PSY
Central Eurasian Studies	CEUS	History	HIST	Public and Environmental Affairs	SPEA
Chemistry	CHEM	History and Philosophy of Science	HPSC	Religious Studies	REL
Classical Studies	CLAS	Honors College	HON	ROTC – Aerospace Studies	AERO
Cognitive Science	COGS	Human Biology	HUBI	ROTC – Military Science	MIL
College of Arts and Sciences Topics	COLL	India Studies	INST	Second Language Studies	SLST
Collins Living-Learning Center	CLLC	Informatics	INFO	Slavic Languages/Literatures	SLAV
Communication and Culture	CMCL	International Studies	INTL	Social Work	SWK
Comparative Literature	CMLT	Italian	FRIT	Sociology	SOC
Computer Science	CSCI	Jewish Studies	JSTU	Spanish	HISP
Criminal Justice	CJUS	Journalism	JOUR	Speech and Hearing Sciences	SPHS
East Asian Languages and Cultures	EALC	Labor Studies	LSTU	Statistics	STAT
Economics	ECON	Latin American and Caribbean Studies	LTAM	Student Academic Center	EDUC
Education	EDUC	Latino Studies	LATS	Telecommunications	TEL
English	ENG	Liberal Arts and Management Program	LAMP	Theatre and Drama	THTR
		Library & Information Science	SLIS	Traditions and Cultures at Indiana University	COLL
		Linguistics	LING	West European Studies	WEUR
		Mathematics	MATH		
		Medical Sciences	MSCI		

Name: _____ UID#: _____

1. YOUR GOALS: Briefly describe your current goals for your undergraduate experience and beyond.**2. COLLEGE CREDITS EARNED:** List all courses and tests (AP, IB, SAT II) for which you have (or may have) earned college-level credit. For information about credit by examination, go to New Students on the UD website, choose SAT II, AP, IB Articulation (ud.iub.edu/fs_ap_ib.php). For information about transfer credits view Transfer and Intercampus Transfer Students (ud.iub.edu/fs_transfer_students.php).**3. PREPROFESSIONAL INTERESTS:** Note any Preprofessional interests you have at this time. Check all that interest you.

- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> Chiropractic | <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Physician Assistant |
| <input type="checkbox"/> Dentistry | <input type="checkbox"/> Optometry | <input type="checkbox"/> Veterinary Medicine |
| <input type="checkbox"/> Law | <input type="checkbox"/> Pharmacy | |
| <input type="checkbox"/> Medicine | <input type="checkbox"/> Physical Therapy | |

4. IU SCHOOLS OF INTEREST: IU Bloomington offers degrees from a variety of schools. Learn more about each of these schools in the *e-Guide to Schools and Majors* (ud.iub.edu/fs_eguide.php). To view additional information, go to New Students on the UD website, choose New Student Orientation and click on IUB Academic Programs (ud.iub.edu/fs_academic_programs.php). Put an X next to any IU School that offers a major, minor, or certificate you might be interested in pursuing.

- | | |
|---|--|
| <input type="checkbox"/> College of Arts and Sciences | <input type="checkbox"/> School of Journalism |
| <input type="checkbox"/> Kelley School of Business | <input type="checkbox"/> School of Medicine (at Indianapolis) |
| <input type="checkbox"/> School of Continuing Studies | <input type="checkbox"/> Jacobs School of Music |
| <input type="checkbox"/> School of Dentistry (at Indianapolis) | <input type="checkbox"/> School of Nursing |
| <input type="checkbox"/> School of Education | <input type="checkbox"/> School of Optometry |
| <input type="checkbox"/> School of Health, Physical Education, and Recreation | <input type="checkbox"/> School of Public and Environmental Affairs |
| <input type="checkbox"/> School of Informatics and Computing | <input type="checkbox"/> School of Social Work (and Labor Studies Program) |

